

LB

1576
M2

UC-NRLF



B 4 498 657

A COURSE OF STUDY
IN LANGUAGE
FOR ELEMENTARY SCHOOLS

McFADDEN

LIBRARY
OF THE
UNIVERSITY OF CALIFORNIA.

GIFT OF

Calif. State Printer

Class



SAN FRANCISCO STATE NORMAL SCHOOL

BULLETIN No. 9 (New Series)

A COURSE OF STUDY IN LANGUAGE FOR ELEMENTARY SCHOOLS AND HANDBOOK TO ACCOMPANY THE CALIFORNIA STATE SERIES TEXT

By EFFIE BELLE McFADDEN

Supervisor of the Teaching of Language and Grammar in the
San Francisco State Normal School.



SACRAMENTO

W. W. SHANNON

Superintendent of State Printing

1909

Copyright, 1904, by EFFIE BELLE McFADDEN.
Copyright, 1907, by EFFIE BELLE McFADDEN.
Copyright, 1909, by EFFIE BELLE McFADDEN.

CONTENTS.

	PAGES.
PREFACE.	
FIRST GRADE WORK.....	5- 22
SECOND GRADE WORK.....	24- 43
THIRD GRADE WORK.....	44- 74
FOURTH GRADE WORK.....	75-103
FIFTH GRADE WORK.....	106-119
SIXTH GRADE WORK.....	119-133
SEVENTH GRADE WORK.....	133-143
EIGHTH GRADE WORK.....	143-154
APPENDIX	155
HANDBOOK TO STATE SERIES TEXT, BOOK ONE.....	157-169
HANDBOOK TO STATE SERIES TEXT, BOOK TWO.....	170-172
INDEX.	

PREFACE.

It has finally come to pass that the principles upon which existing courses of study are founded and methods of teaching based are being openly questioned. As teachers become less and less an isolated class and mingle more with intelligent citizens who are actually carrying on the work of the world, they are beginning to awaken to the fact that many of the notions which they have held as self-evident truths are such, nowhere except within the walls of the schoolroom. The purpose of this preface is to show some common sense principles which may be employed in effective language teaching. The author has also attempted to make plain that the tenets underlying the majority of the language text-books are merely pedantries which would long ago have been discarded by any class of people except those who relied upon their ancestors to do their thinking for them.

Language teaching has long consisted in the learning of a series of definitions and rules. *While these may be good as pedantic ornaments, yet neither case enables a pupil to choose the correct language forms.*

I. Children only learn correct written forms by the habit of writing them—there is no equivalent for habit.

Aristotle years ago pointed out that the learning of the definition of wealth never made a man wealthy. Pedagogues, who as a class have spent their lives learning definitions, should long ago have discovered this simple truth by inspection of their own bank accounts.

If a man secured a book, learned all the rules for guiding and controlling an automobile, and had all the terms explained so that he understood them thoroughly, then presented himself as a chauffeur, would the owner of the machine hear him recite his rules and definitions, and, upon finding him letter perfect, send him out to give his wife and children a ride? Yet this same method is the common one now used in teaching language. "A sentence is a group of words expressing a complete thought," the book tells the child, "Begin it with a capital letter and close it with a period," and the child having learned the definition and rule is expected ever afterwards to obey its dictates. *Lie* is a transitive verb. Its parts are *lie, lay, lain*. Remember this," says the book, "and you will make no mistakes," and yet high school graduates, knowing and writing the above statements, give as an illustration: Mother laid down to rest yesterday.

One can go out any day and watch a carpenter mark out and fit two boards together at an obtuse angle, but the carpenter knows no definition for an obtuse angle. He has learned to do the thing and that is what counts. A little girl watches her mother as she sits sewing. Soon the child,

too, wishes to sew, but her mother does not give her a definition for sewing, nor teach her any rules therefor. Instead, she gives her a needle and thread and the little girl learns to sew by sewing.

The definition habit is a relic of the times when examinations were given to ascertain how much the children had committed to memory. Give the definition for this, that, and the other was a short, easy form in which to send out the questions. Not being familiar with the facts in the case, the examiners took it for granted that, if a child knew the definition, he could do the thing, and so would be able to write correctly what he was called upon to do.

And it makes no difference how well the definitions and rules are understood, or how thorough has been the drill upon them, they will never make correct writers or speakers. The memorizing of the words of a definition is inexpressibly easy as compared with the acquirement of the application. Yet the schools have ever stopped short with definition and rule learning upon the silly assumption that their task has been completed, whereas it has never even been begun. Therefore, since the only thing of value is the doing of the thing itself, let us commence with teaching the doing, and the matter of definitions, if necessary in the pedagogic conscience, may follow afterwards where there is time for frivolous adornment.

A few illustrations from the teaching of language may serve to make the point clearer. The contracted forms of various words like *I am* and *do not* are to be taught. The children are not asked to learn the rule that the apostrophe must be used to denote a letter or letters omitted, but instead are given the actual contraction to learn, just as they would any spelling lesson. This being accomplished, sentences containing these contractions are written, followed by dictation paragraphs and compositions.

Yet again, we teachers have the notion that if a pupil continually sees the apostrophe and *s* added to show possession, and if he says often enough that it must be added, he will somehow or other do it. Experience proves the contrary. In certain forms, of which the possessive sign is a good example, mistakes are not made except in writing, hence any exercise or device that requires anything but written work is time thrown away.

Within these pages will be found many sentences, paragraphs and other devices for *written* work on *written* forms. The application to composition, which is the essential feature, will be found in a separate Bulletin.

While the attempt to teach language through definitions and rules is the most profitless practice of pedagogy, yet it is not the only one. With an impatience for the child to know a multitude of things at once, so many new forms are introduced at a time that the whole thing becomes a meaningless series of words. This is essentially wrong.

II. Only one new form should be presented at a time.

This necessitates very carefully graded sentences and paragraphs, instead of extracts from the masterpieces or lessons based on nature study, geography, etc.

Most books, within the knowledge of the writer, for grades beyond the Second, contain at once directions for writing, which if fulfilled would

bring in forms that belong only in the grammar grades, and indeed many are used sparingly in the high school age.

Our present State text in its first few lessons for a Third Grade uses sentences that require a class to be familiar with the capital letter for the beginning of the first word of a line of poetry; the contraction for *amid*, *never, there is*; a comma to separate a clause out of its natural order from the rest of the sentence; commas to set off a nonrestrictive clause, etc. This is clearly impossible.

This course of study offers a graded series of exercises, each containing, besides one new form introduced, a review of the previous forms. Paragraphs for dictation occur with headings denoting exactly what forms are reviewed, as: This paragraph contains capital letters for the names of the days of the week, months of the year, and holidays; a date; three contracted forms; and nouns showing ownership.

III. Children learn correct language forms by correcting the errors of themselves or others.

The author is quite familiar with the pedantic saw now frequently put forth as an emblem of modern psychological erudition which says: "Never permit a child to see or hear an incorrect form. The children are drilled every day in the schoolroom to say, *I saw it*, *It is I*, or *I have no*. If an error in speech is made, no attention is directed toward it for fear some child who hadn't noticed might probably become guilty of the same error. After the erring child has forgotten his wicked words, the teacher calls him to one side, and without any reference to the error puts him through various drills on *It is I*. The child knows not why, but it takes it all as part of the day's work.

If he misspells a word at the board it is quickly erased. An omitted period is as quickly added. The teacher burns midnight oil and wastes the city's ink blotting out the errors on his spelling paper. She never returns a composition nor marks a language paper, for fear that he might be impressed with his own errors.

If the above maxim were really true, how is it that children have ever learned to speak at all? The baby's first attempt at words is wholly unintelligible to any one, even to the mother. He very often can not say at all his s's or k's. Yet he is not discouraged from talking on this account. How does he learn that there are certain places where he must not go, certain things he must not touch, that lying and stealing are not conducive to social safety and well-being, unless he is told that they are wrong?

Teachers are perhaps the most critical people with regard to correct English and there isn't a class that sees and hears as many errors per day as they. They are having it continually forced upon their attention that this is wrong and that is right, and some how they become peculiarly sensitive to errors.

Isn't it possible that this same method will work with younger people?

The child in the schoolroom says *I saw it*, *I have done it*, etc., because he has learned them there and associates them with schoolroom work. The

same child in the yard says I seen it, I have did it, for he has learned them in the school yard and thinks them proper expressions for the yard. How should he know that they are wrong since the knowledge that they are incorrect has been carefully withheld from him?

A small boy who was considered the model language student of the class was one day seen by his teacher at play on the street. His language there was a marvel of errors and slang. The teacher could stand it no longer. "Why do you say ain't got and have saw here, when you never do in the schoolroom?" "Why isn't it right?" asked the child. "All the fellows say it here." Like the baseball enthusiast, he has one language for the game and quite another for the parlor.

The errors commonly made are not so many, but the children may learn at least that they are errors. When this has been accomplished he is at least started on the road toward eradication.

It, of course, does not follow that we should, as the old Goold Brown grammar did, insert a complete inventory of incorrect language forms,—possible, probable, and current. If the errors are not current, then there may be justification for the maxim. But for that class of errors which are in such common use that every one hears them constantly there need be no fear in catching them and branding them, severally and separately, as wrong.

The first lesson in this book, and, in fact, the first lesson for each grade to use for daily work is an exercise in which the children correct errors that have crept into their speech before entering school. The teacher gives the incorrect form and says that it is incorrect, then gives the correct form. It is felt that this daily practice in correcting common errors will so impress the children that they will at least recognize that certain forms are wrong, and experience has demonstrated that the constant association of the correct form with the knowledge of the incorrect one eventually leads the child to flee from the evil and accept the good. Directions will be found also for making the first part of the daily written lesson a correction of the errors of the preceding day.

When drills fitted to forming correct habits have been substituted for the oldtime definition and rule, when forms suited to the needs of the child have been introduced one at a time, when his daily errors have been corrected as they occur, the goal is not yet reached. It is not sufficient to learn a thing well once.

IV. A system of reviews must occur systematically in order to fix what has already been learned.

It very often happens when children have a different teacher upon entering a higher grade that some fact learned in the lower grade comes up and the children fail on it.

The teacher of the lower grade is amazed and says, "Well, I taught it to them and they knew it," and the accusing teacher fears for the soul of such an untruthful person. The fact is true, however, that the lesson was taught, and no doubt well taught, and the children knew it once, but that does not mean for always. There must be reviews and many of them. The

interval between the reviews must be short, at first, getting longer little by little, until at last the children are living in real life where use will determine how much shall be remembered.

V. The teaching of the various language forms must be specific to the errors we undertake to correct. The notion of a cure-all is equally absurd in education as in medicine.

Throughout this course of study the drills which are employed are effective, to any practical degree, only to those errors to which they are applied. General "eye training," general "ear training," and all the other generalities belong to the kind of popular pedertries that grew out of faculty psychology. It is, of course, true that the eye is trained by drawing, but the product is specific to the special form of drawing upon which the training is given. No one except a pedant could suppose that an eye trained to note accuracies or inaccuracies in drawing would by this training be materially aided in noting omitted periods, misspelled words, forgotten apostrophes, or misused capitals. That the ear can be trained to detect the least discord in music is doubtless true, but this same training can not be used to prevent the use of "I havn't got no pencil."

A tea-taster does not taste coffee in order to become an expert tea-taster; no sane man commits street car signs to memory to help him remember the names and faces of the people he meets, a sheriff does not take lessons in water color before going along a mountain road to look for a criminal; nor does a piano tuner listen to the sound of the sad sea waves to learn his business. So, also, in a finer sense, we must not expect to get rid of disagreeing subjects and predicates by training the eye and ear upon comparison of adjectives or right use of pronouns. Each error must receive its specific drill, and such work this course of study undertakes to carry out.

VI. Each type of composition requires specific drill in this type and one kind of exercise will not suffice for all kinds of composition.

Many teachers have had the experience of preparing a class for examination, of being morally certain that the class was well informed on the subject in question, and then to have that class fail utterly when the test came. A reason is always in order, and it usually is the timeworn one of nervousness, when in reality it is quite another. The teacher prepared her class orally, thinking that what they had said so many times they could write. The result showed her error. Or, perhaps, she drilled them by means of written questions and answers. The test came asking for discussion. The children knew the content thoroughly, but they had never been trained to organize their material in this form, and hence failure was the outcome.

A newspaper reporter whose training has enabled him to write up the market reports, suddenly determines to take up another line and finds himself at a garden party, and his account usually goes into the waste paper basket. In the same way the story writer who attempts to do the telegraphic reports has his articles so cut, if they are accepted at all, that the author himself would not recognize them.

Should we expect more of children? If the composition teaching is to be of any value, training must be given in every line that will be necessary for him to apply in school or that will be used by a person in the ordinary walks of life.

Many attempts have also been made to give children correct English through the teaching of word analysis, Latin, interpretation, and so on. Paragraphs from the prose classics and stanzas from the poets have been used for dictation, many of which are too often beyond the child's comprehension, and all of which contain a phraseology far more involved than any that will ever be used by the majority of children.

No such means have here been employed. The author believes that if the child is to learn the forms of the English language, he will do so by writing the forms of the English language specific to the purpose he wishes to employ them for.

There is a feeling also that all forms within the covers of the largest book should be taught to children in the elementary school. Like the contents of the Bible, all language forms are sacred. To teach some and not others would be heresy. And those few rules that are omitted, might not some one of the forty children some day have occasion to use them?

Therefore children are drilled with just as much care to begin the first line of poetry with a capital, to choose between *consonant to* or *consonant with*, and to write essays, as they are to begin a sentence with a capital, to choose between *their* and *there*, or to write a letter to a friend. Some forms are used over and over again in the schoolroom, only to be forgotten later, because they are never used outside. How fortunate that we can forget!

In preparing this work, Miss Louise Carlson and Miss Nettie B. Duncan, assistant supervisors in the teaching of Language, have rendered invaluable assistance.

Thanks are also due Miss Ethel Smith, assistant supervisor of Composition, and the student teachers for their assistance in writing the stories for dictation.

EFFIE B. McFADDEN.

State Normal School at San Francisco.

June, 1909.

METHOD OF TEACHING LANGUAGE AND HAND- BOOK TO STATE SERIES TEXTS.

FIRST GRADE.

DAILY DRILLS.

While this Bulletin contains much material worked out at length, the author feels that a few drills given every day will help more toward acquiring correct forms than the study of too many details. The exercises should be given daily. In a country school they may be given to all the classes at once. The teacher gives the incorrect form, the children responding in concert with the correct form. After they have become fairly proficient, vary the exercise by having the children respond individually. Sides may be arranged and the sentences responded to, first by one side and then by the other.

The second exercise consists in answering the questions correctly. As soon as the children have learned to do independent work, these questions may be written on the board and answered in writing. The responses in the first exercise may also be given in writing if the teacher has the time.

DAILY DRILLS—FIRST GRADE.

Teacher.

I seen a man.
He eat some candy.
I come to school yesterday.
She drunk a glass of water.
I done my lessons.
I ain't got no chalk.
It is me.
It was them.
It was him.
It was her.
There is two books on the desk.
There was two apples on the table.
I have saw a man.
They haven't came yet.
I have rode to school every day.
They have went away.
I have drank some milk.

Pupil.

I saw a man.
He ate some candy.
I came to school yesterday.
She drank a glass of water.
I did my lessons.
I have no chalk.
It is I.
It was they.
It was he.
It was she.
There are two books on the desk.
There were two apples on the table.
I have seen a man.
They haven't come yet.
I have ridden to school every day.
They have gone away.
I have drunk some milk.

What did you see this morning?
What did you eat for breakfast?
Did you come to school yesterday?
What did you drink this morning?
Did you do your work?
Who is knocking at the door?
Who took my book?
Who was talking?
What are there on the desk?
Were there two apples on the table?
What have you seen to-day?
Have they gone away?

I saw a horse this morning.
I ate some mush for breakfast.
Yes, I came to school yesterday.
I drank some milk this morning.
Yes, I did my work.
It is they.
It was he.
I.
There are two books on the desk.
There were two apples on the table.
I have seen a horse to-day.
They have gone away.

VERBS.

PURPOSE AND METHOD.—The purpose of the work is to teach the child to use, as an unconscious habit, the past tense of various verbs. Those selected are the ones in most constant use every day.

The idea is to get the attention of the child first upon the form of the word used in its proper setting, and then, by repetition, so to fix that form that when the condition again arises he will, without stopping to think, use the proper form.

For the general method followed, see Introduction.

DEVICES FOR TEACHING "SAW."

1. Go to the window and, looking out, say, loud enough for all to hear, "I see a man with an umbrella. I see a bird building a nest. Come here, John, and tell me what you see." Then go back to the desk and say, "I saw a car out there. I saw a boy out there," emphasizing *saw*. "Tell me what you saw, John." Send as many as you have time for, having them return to their seats and say, "I saw a ——."

2. Put a number of objects on the table, such as a knife, toy sheep, dog, doll, cup, apple, etc. Say to the class, "I see a pencil. I see a doll." Call on the children to look and tell what they see. Afterwards cover the objects, saying, "I saw a pencil. I saw a doll. Tell me what you saw."

3. Hold up a picture before the class, saying, "I see a girl standing by her mother. Look now." Then, turning it around, say, "Now, tell me what you saw."

4. Begin with the first child in the row, saying, "At the park yesterday I saw many children. Tell me what you saw." Have the children rise, one after the other, telling what they saw. To the next row say, "At the Chutes I saw the monkeys. Tell me what you saw." In the same way use:

At the grocery store.	On the bay.	In the parlor.	On the sand-table.
On the street.	In the school yard.	In the garden.	On the shelf.
At home.	In the aquarium.	At church.	

5. Tell me what you saw the children doing in school; on the playground; on the way to school; at the park. Tell me what you saw the fish doing; the frogs, etc.

6. Tell the following story, having it reproduced and added to:

There was once a little bird. He came out of a tiny blue egg in a nest in the top of a tall tree. At first he was very, very small. He grew and grew. Soon he was old enough to fly. He said, "Mama, I am going to fly away. I wish to see all the beautiful things about me." So away he flew. He was gone a long time. At last he came back. His mama said, "Tell me, my child, what you saw." "I saw some funny animals playing with a round thing." "Oh, those were boys playing ball," said the mother-bird. "I saw some queer wooden nests." "Those were people's houses," said the mother. "I saw some pretty flowers growing on the hill. I saw some frogs in swimming in a big pond." Then his mother said, "You have seen so much to-day you may fly away again to-morrow."

THE MAMA DUCK.

One day John went out to shoot ducks. He saw one on a rock. He raised his gun to shoot the duck. He saw her pulling out her feathers. She wanted to make her nest warm for the little ones. John did not shoot her.

WENT.

1. Call three children to the desk, whisper to them three different places to go, then count three and have them all go at once. This gets the attention of the class and lends interest. "Who can tell where each one went?" Have four or five try the next time, and so on as long as the interest lasts.

2. Have a game of store. The children go to the store one by one. Each child says, "I wish to buy a doll," etc. After he has gone to his seat he may say, "I went to the store. I saw a kite"; or, "I went to the store. I saw some apples."

3. Tell where you went after school; Sunday; Christmas; Saturday; etc.

4. Tell where mama went to buy meat; to buy bread; to buy sugar, etc.

5. Give the nursery rhyme, "Old Mother Hubbard," or if the children already know it, have it recited.

Devices for Review.

[The best results are obtained if, before introducing a new word, the previous words are reviewed. Devices for review will be found before every word.]

1. Have a child go to the window, look out, and after he has returned to his desk, say, "I went to the window. I saw a house." In the same way the children may go to the stove, to the door, to the desk, cabinet, toy box, etc. To vary the exercise have one child perform the act, another tell what he did and what he thinks was seen; as, "John went to the window. I think he saw a street-car."

2. Say to the class, "Yesterday I went to the park. I saw the squirrels." Have the children tell one place where they went and one thing which they saw.

PUSSY AND THE CREAM.

One day pussy went into the dining-room before breakfast. She saw a tall jug of cream on the table. She jumped on the table, but she could not reach the cream with her tongue. Pussy was afraid to upset the jug. She stuck in her paw and then licked the cream from it. Pussy did this till there was no more cream in the jug.

ATE.

1. "For breakfast this morning I ate some toast. I ate some meat. Tell me what you ate."

Tell me what you ate for lunch.
Tell me what you ate for dinner.
Tell me what your dog ate.
Tell me what your kitty ate.
Tell me what the horse ate.

Tell me what the cow ate.
Tell me what the frog ate.
Tell me what the silkworms ate.
Tell me what you ate at the picnic.
Tell me what you ate at the birthday party.

STORIES.

2. One day May gave a party. All her little friends came. They played games until six o'clock. Then they had dinner. They ate candy and nuts. They ate nice chocolate cake. May's mama brought in some pink ice cream.

Each one ate a large dish of this. When they went home, they told their mothers about the good time they had and what they ate.

3. One day Miss Brown took her class to the park. The children played for some time. Then they ate their lunch. They ate cake. They ate candy. They ate oranges, and apples, too. Some of the lunch was left. Then they went up to the lake. They saw the pretty white ducks. Miss Brown said, "Let us give the ducks something to eat." The children *threw* some cake into the water. Some of the ducks *ate* the cake. Then they *threw* some bread into the water. All the ducks liked the bread. They *ate* it all. Miss Brown *threw* some grapes into the water. The ducks *ate* the grapes, and then swam away. Then the children went home.

Devices for Review.

saw *went* *ate*

1. To one row say, "I saw some birds at the park. Tell me what you saw." The children rise in turns, each telling what he saw. The next row may answer to: "Tell me where you went Saturday"; the third row to: "Tell me what you ate for lunch," etc.

2. The children may play that they went to the candy store. Tell me where you went, what you saw, what you ate. This may be varied by going to visit a little friend, by going to grandma's, etc.

3. Cut from the advertising pages of magazines, pictures of things to eat, things that may be seen in grocery stores, at the park, on the street. Paste these on cards, pass them around to the children, and have stories made: as, I went to a grocery store. I saw many cans of soup.

Encourage the children to finish the story. "We ate some soup for dinner."

4. If the children recognize these words, they may be placed on the board. The teacher may begin a story. The children add sentences as the teacher points out the words:

Once there was a little boy named Ned. He liked to go with his father. One day he went with him to the country. Mama put a nice lunch for them into a box. His father let Ned drive.

When they got there what do you think Ned saw? Tell me what you think they ate for lunch.

5. "One day I went down town. I went into the toy store. I went over to the table where they kept my favorite toys." Tell me what you think I saw on the table. Tell me where I *went* next. Tell me what I saw there. Now tell me where you went and what you saw.

"I was so tired that I went to get something to eat." Tell me what you think I ate.

Have the children make up stories of their own—stories of only a few sentences, or as many as they can—using *went*, *saw*, and *ate*, if possible.

CAME.

1. Stand by the window, and have a child come to you. As he stands by you, tell him to say, so the other children can hear, "I came to you at the window," accenting *came*. Have another child come to you at the stove, and say, "I came to you at the stove." Usually two or three times telling them will suffice, at least for the brighter ones, and the others will imitate them. After standing in several places yourself, give your place to a child, and have him say, "I came to Willie at the door."

2. "I'm glad you came to school this morning." Tell me on what street you came and with whom you came. Tell me whether you came early or late. Tell me what games you played before you came to school. Tell me how you helped your mother before you came to school. Tell me what you did after you came to school.

3. Play that you came from different places. I came from Oakland. Mr. Jones came from Berkeley. John came from the country. Tell me where you came from.

4. Review all the verbs studied so far by calling for sentences from each row. One row may answer to, "Tell me what you ate for breakfast"; another, "What you saw in the toy store"; another, "How you came to school this morning," "Where you went last night," etc.

5. Tell "Reynard the Fox," by E. Louisa Smythe; adapted:

The lion was king of all the animals. One day the king gave a party. He wanted all the animals to come to it. The wolf, the bear, and nearly all the other animals came. Even the birds came. One animal did not come. That was Reynard the Fox.

The wolf came up to the king. He said, "O king, you wanted us all to come to your party. We are all here but one. That one is Reynard the Fox. He never does what you tell him to do. He has been very mean to me. He came to my house. He put dirt into my babies' eyes. And now they can not see. Look at them."

Then little Fido came up to the king. He was a pretty little dog. He said, "O king, let me tell you what Reynard did to me. We are all afraid of him. One day I went out for a walk. I came to a mill. I saw some meat there, and I took it. It was all I had to eat, and I was very hungry. But Reynard took it away from me. It was not his. It was mine, and it was all I had."

Devices for Review.

saw *went* *ate* *came*

1. Call a child to you, whisper to him which word to act out, and how to do it; then the child may do so, while the others tell, in good sentences, what was done. In acting out *came*, the child must come to the teacher and he himself must be called upon to tell what he did; as, "I came to you." Otherwise it would be, "Tom went to you."

2. This device may be used in reviewing any verb. It is especially useful in teaching the form "I didn't"; as, I didn't go, I didn't eat the apple; or, Yes, I went; Yes, I ate the apple.

A child is sent from the room, knowing that another one will be appointed to go somewhere or do something. When the child returns he asks, "Elsie, did you go to the window?" and Elsie replies, "I didn't go to the window," or, "I went to the window," as the case may be.

In a large class it is well to limit the child to four or five guesses. Then more children will have an opportunity to ask the questions.

STORY.

Gog was an elephant. He was very smart. He could open any door and close it after him. His master was very proud of him. One day a friend gave Gog's master some fine apples. He put them in his room to keep them until night. But Gog opened the door, went in, and closed it quietly after him. He ate all the apples. Then he went out again. When Gog's master came he could not find the apples. In the morning he saw some apple-cores in Gog's stable. He knew who ate the apples.

BROUGHT.

1. Draw on the board the picture of an old man with a big pack on his back. Tell them this story:

Once there was a man living all by himself. It was very near Christmas, but he had no children to give any presents to. Finally he thought of a plan. He went to the city and bought a great many toys. He did them all up in a pack. Now he is on his way to visit all the children in the village. He brought a nice new crutch to a lame boy. He brought a knife to a little boy. He brought a doll to a little girl.

You may tell me what else he brought in the pack to the children.

2. Have each child in a front seat bring you something from his desk. The other children tell what was brought.

3. Use the same cards as for "ate." Play that you are having a birthday party. Each child brings you something. As he brings it he says: "I came to your birthday party. I brought you a basket." The children enjoy this very much, and politeness may be taught incidentally. If the teacher is gracious when she receives the presents, a child will imitate her, if he is allowed to have a party instead of the teacher.

4. Tell me what the bird brought to build her nest. (Mud, strings, feathers, cotton, thistle-down, etc., may be mentioned.) Tell me what you brought to school. Tell me what the postman brought; the groceryman. Tell me what the fruitman brought you. Tell me what Santa Claus brought you Christmas.

5. Story for reproduction:

Some children built a sand fort. John brought the damp sand in buckets, while Fred built the fort. The little brother, Tom, brought as many firecrackers as his hands would hold. Soon papa came and brought the matches. He lighted the firecrackers, and the fort was blown to pieces. Then the boys brought more sand and made another one. They thought it great fun.

STORY.

Alice was a poor little girl. She lived in a little house in the woods. One day her mother went out. She left Alice alone. Alice fell asleep. She dreamed that she saw a fairy. The fairy said, "My child, what do you wish?"

"I wish to have some pretty clothes and playthings," said Alice.

"You may have them," said the fairy. Then she went away.

In a few minutes she came back. She brought with her a beautiful dress. She brought a big doll, she brought some marbles, she brought some books, she brought a ring, and she brought a big box of candy.

"Oh, how happy I am," said the little girl. "Thank you, thank you, kind fairy."

Review.

Tell the story; ask the questions following it, having them answered in good sentences, and then have it reproduced:

This morning my uncle came to see me. He came in a nice little buggy, driving a black pony. "I am after a little boy who would like a ride," said my uncle. Mama said I could go, and I was so happy. We drove about town, then we went out to the park. On the way I saw a little boy who sits near me at school. Uncle let him ride, too. He brought his dog with him. The dog was a little one and had to run fast to keep up. When we came to the children's playground, we went in to lunch. My uncle ate sandwiches and drank coffee, but we boys drank milk. After lunch we went to the lake. There we saw boys sailing small boats. One boat came near us and then upset. We saw ducks swimming in the lake, too. It was nearly dark when we got home, but we had had a very pleasant day.

QUESTIONS: Who came to see you? He came in what? Tell me where you went. On the way whom did you see? The boy brought with him, what? Tell me what you ate for lunch. Tell me where you went after lunch. What did you see?

CAUGHT—THREW.

1. Have a bean-bag. Call out several children, having them stand in a row. Throw the bean-bag to the first saying, "I threw the bean-bag to Elsie. She caught the bean-bag. Now, Elsie, throw it back." "I threw the bean-bag to John. He caught the bean-bag." "Now, who can do just as I did?" Have several children take turns in throwing the bag to the children in the row, each time saying, "I threw the bean-bag to ———." She caught the bean-bag." As each child in the row throws the bag back, she says, "I threw the bean-bag to ———. She caught it."

2. How many played tag at recess? Tell me whom you caught. Tell me who caught you.

3. Tell me what the spider caught; the cat; the frog; the snake; the bird. Tell me what we caught on our nature-study trip.

4. Tell me what you threw away at recess; at home. Who threw the ball over the fence? Tell me what you threw into the basket, etc.

5. Tell this story. Ask questions to bring out the verbs, and then have the story reproduced:

May and Tom went to the lake with their mother. Tom took his dog Fido with him, and May took her doll. They found an old boat there. Mama sat in one end of the boat and read a book. May sat with her and played with the doll.

Tom wanted to have some fun. He threw a stick into the water and Fido ran after it. Then Tom threw another one high in the air. Fido ran as fast as he could, then stopped still, and caught the stick in his mouth. "Good dog," said mama.

DID.

1. Say to the class, "We will play a little game. I will leave the room, and Helen may tell some one to take a pencil from the desk. When I come back, I'll try to find out who did it." (To make it more interesting, keep an account of the number of guesses, writing them on the board.) When you come back, say, "I think May did it." May shook her head, so she was told to say, "No, I didn't do it." "Then Joe did it," and so on, until the child is found who did it. Have him say, "Yes, I did it." After a few trials, have a child take your place and call on the different ones: "Mary, did you do it?"

2. Play that the teacher is an old blind lady. The children do various things, such as, pass to the board, write on the board, etc., as they were told, by pointing them out. A child stands by, telling each time, "Mary did it," "Joe did it," etc. The children take turns at this.

3. Say to the class:

Once two little boys were playing. Joe broke a cup. When their mother came home, she asked, "Who did it?" What did Joe say? What did his brother say?

Three little girls were sewing. One of them was very careful, and did her work nicely. The mother asked, "Who did this so well?" What would each little girl say?

The teacher left the room. Tom threw a piece of chalk. The teacher came back, and asked, "Who did it?" What would the boys say? What would Tom say?

The teacher asked the children to bring some spiders to school. The next day she found a jar of spiders on her desk. "Who brought it?" What did the boys say?

Mama found a nice bouquet of flowers on her table. She asked the children who brought it. Who do you think did?

A little boy fell down in the yard this morning. Another boy picked him up. Who do you think did it?

4. Have several pictures or other things that were brought to you by the children. Say to the class:

Some one brought me this picture. Who do you think did it?

Some one wrote this paper. Who do you think did it?

Some one drew this picture. Who do you think did it?

5. Say to the first row, "Answer my questions, using *did*. Who wrote well this morning?"

Say to the second line, "Who brought lunch to-day?" "Who played marbles this morning?" "Who played buttons?" etc.

6. See device 2 under Device for Review, page 10.

THE LITTLE RED HEN.

A little red hen found a grain of wheat. "Who will plant this grain of wheat?" said the hen. "I won't," said the cat. "I won't," said the rat. "I won't," said the pig. "I won't," said the dog. "Then, I will," said the little red hen. So she did it.

Soon the wheat grew up. "Who will cut this wheat?" said the little red hen. "I won't," said the cat. "I won't," said the rat. "I won't," said the pig. "I won't," said the dog. "Then, I will," said the little red hen. So she did it.

Soon the wheat was ready to take to the mill. "Who will take this wheat to the mill?" said the little red hen. "I won't," said the cat. "I won't,"

said the rat. "I won't," said the pig. "I won't," said the dog. "Then, I will," said the little red hen. So she did it.

When she came back with the flour she said, "Who will make a loaf of bread?" "I won't," said the cat. "I won't," said the rat. "I won't," said the pig. "I won't," said the dog. "Then, I will," said the little red hen. So she did it.

When the bread was baked she said, "Who will eat this sweet bread?" "I will," said the cat. "I will," said the rat. "I will," said the pig. "I will," said the dog. "No, you won't," said the little red hen. "My chickens and I will eat this bread." So they did.

GAVE.

1. Have a child bring you something he has in his desk, as a piece of paper, a pencil, etc. Say to the class, if you are not sure the child will answer properly, "John gave me a paper. Who has something else for me?" "Harry gave me a book." "Mary gave me a pencil." The teacher may quickly give the children such toys as she may use for her reading words. Then they may hold up the toys, showing the class, saying, "Miss —— gave me a sheep," "Miss —— gave me a boat," etc.

2. The teacher may play that she is a little girl, and that each one is to give her something for her birthday. The children then bring their toys to the desk. After they are seated, the teacher may ask, "Who gave me this?" until all the toys are put away.

3. The teacher may play that she is a blind lady. Each child brings her a gift. Then she asks, "Who gave this?" the child replying, "May gave you the book," etc.

Devices for Review.

went *brought* *gave*

1. Say to the children, "I went to the grocery store. I brought you some sugar. The grocer gave me a cookie." Designate the different parts of the room as: baker's, candy store, toy store, book store, butcher's, fruit stand. Have the children go to the different places, then come back, telling where they went, what they brought back, and what the storekeeper gave them.

2. Give out cards having pasted upon them various pictures cut from the advertising pages of magazines. Have the children make "*saw*" stories, "*went*" stories, "*ate*" stories, etc.

3. One child may take a toy to another whose eyes are closed. The latter then tries to guess who brought it, by asking, "Did you bring me this?" The children reply, "I did it," or "I didn't do it."

4. The children may hide their eyes while one of the class is chosen to draw something on the board. The teacher then appoints a member of the class to find out who it was by asking, "Who did it?"

5. The teacher may bring a sack of animal crackers to school. Each child may eat one, then tell what he ate; as, "I ate a cracker-dog," etc.

6. A child closes her eyes, while another puts something into her hand. Then the first child asks, "Who gave me the pencil?" while another one

replies, "John gave you the pencil." It may be varied by the children replying, "I did it," or "I didn't do it."

7. Tell the following story, have it acted out, and then reproduced. Many other things may be added to make the story longer:

Once there was a lady who was very tired. She had many things to do. The dishes were not washed. The floor needed sweeping. The table needed dusting. The windows needed washing. The lady started to go to the store to buy something to eat. She told her children to be good while she was away. When she came back, she found all her work done. She said, "Who washed the dishes?" Alice said, "I did it." She then asked, "Who swept the floor?" Fred said, "I did it." She then wondered, "Who dusted the table?" Mary said, "I did it." "Now tell me," she said, "Who washed the windows?" Harry said, "I did it." "You are good children," said the lady, "here is some candy for you."

In the same way the past tense of the following verbs should be taught in the First Grade: *grow, drink, run, draw, fall, fly, tell, ride, build, bite, speak, sell.*

Review every day the verbs, using one or more of the devices, either in the presentation lessons, or in the review devices. If there is any time left, put in the new exercise, "It is I."

THE TOWN MOUSE AND THE COUNTRY MOUSE.

saw ran

A country mouse invited a town mouse to visit him in the country. They ate wheat stalks and roots. The town mouse said, "When I was in the city I ate raisins and nuts and cheese. Come to the city and I will show you." So the country mouse went to the city.

They went together into the pantry. There they *saw* bread, meat, raisins, and a nice piece of cheese. They ate a little bread. Just then some one opened the door. They *ran* as fast as they could to a hole. When all was quiet, they came back again. They ate a little meat. Some one else opened the door. They *ran* away and hid again. The country mouse said, "You may finish your feast alone. I like to live in the country where I can eat in peace."

THE TORTOISE.

saw took

A tortoise wished to learn to fly. She asked the eagle to teach her. The eagle said, "You can not fly. You have no wings." But the tortoise still wanted to try. The eagle *took* the tortoise in her claws. She flew high into the sky. The tortoise *saw* the houses far below her. Suddenly the eagle let the tortoise go. She fell down to the earth. She was killed on the rocks.

THE DOG AND HIS SHADOW.

saw

A dog was once crossing a bridge over a stream. He had a bone in his mouth. He looked down into the water. There he *saw* another dog with a larger bone in his mouth. He dropped his own bone to get the larger one. He found that it was only a shadow. So he had to go home hungry.

THE LION AND THE MOUSE.

lay ran caught came

Once a lion *lay* asleep. A little mouse *ran* over him. This woke the lion and made him very angry. He *caught* the mouse and was going to kill it. The mouse said, "Do not kill me. I will help you some day." The lion laughed and let it go. Soon afterwards the lion was *caught* in a net. The little mouse heard him roar. The mouse *came* up and gnawed the ropes with his teeth. He set the lion free.

THE BEAR AND THE TWO TRAVELERS.

came

Once two men were traveling together. They suddenly met a bear. One man quickly climbed a tree. The other one fell on his face. He pretended that he was dead. The bear *came* up. He smelled the man all over. Then he left him, for bears do not like dead bodies. Soon the man *came* down from the tree. He asked, "What did the bear tell you?" He told me never to travel with a man who leaves you when you are in danger.

THE DOG IN THE MANGER.

came

Once a dog *lay* in a manger. A cow *came* along to get something to eat. The dog barked and growled at the cow. "You are a selfish dog," said the cow. "I *came* here to get something to eat. You can not eat any hay yourself and you will not let any one else eat it."

MEEKO.

Once there was a little red squirrel named Meeko. He lived in the woods. Meeko worked very hard. When the chestnuts fell he picked them up for winter. He had a safe place to hide them at the root of a big tree. One day a bluejay was on the tree. The bluejay did not like to work. He saw Meeko hide the nuts. So when the squirrel ran away for more, the bluejay flew down. He ate some nuts. Soon Meeko came back. He saw that some of the nuts were gone. He was angry. Meeko hid now. He watched for the thief. When the bluejay came again Meeko jumped at him. But the bird flew away. Meeko looked for another hiding place for his nuts. He put them there and ate them all winter.

THE ANTS AND THE GRASSHOPPER.

came

One sunny day some ants were very busy gathering seeds for winter time. A grasshopper *came* along dancing and chirping in the grass. Soon winter *came*. The grasshopper was hungry. He asked the ants for some food. The ants said, "What were you doing all summer?" "I danced and sang," said the grasshopper. "Then you may dance and sing all winter," said the ants.

A LITTLE GIRL'S FAIRY STORY.

went saw

One day a little girl was playing in the yard with her kitty when a fairy rode by in a cloud. She lifted the little girl up into the cloud and *went* away with her. Soon they came to fairyland, where the little girl *saw* many wonderful things. She *saw* roses growing wild. She *saw* beautiful birds. She *saw* lions and lambs playing together. She *saw* little gray squirrels running about. All the animals loved one another. She *saw* houses made of gold and silver. She *saw* many beautiful fairies. She played there all day, and then she *went* home and told her mother about her visit.

THE MOTHER DUCK AND HER DUCKLINGS.

A pretty duck had made her nest by a pool. She had ten little eggs in her nest. They were almost ready to hatch. No rain had fallen for many days. The mother duck saw with alarm that the pool was drying up. What would the baby ducks do when they came out? They must have water. Finally they did come out, but the pool had dried up. They had to walk a long distance to the nearest pond. This was very dangerous, as they had many enemies. They had to rest many times. They had not gone very far when a great marsh hawk appeared. He seized one little duck and carried it away. This made the mother duck feel very sad. They struggled on till they came to a "cart-trail" in the road. Into the first "wheel-rut" fell four little ducks. Five managed to scramble across, but the other rut was deeper than the first, and they fell into that. The mother did not know how to help them. Suddenly she saw her worst enemy coming. It was a man. He saw the little ducks. He stooped and gathered them into his hat. The poor mother thought her babies would be killed. The man went to the edge of the pond and put the ducks into the water. Soon they were all swimming. The mother was very happy. Just as they began to eat, they saw another duck coming. It was their baby brother. The hawk had dropped it over the pond. They were all very happy and lived here many years.

IT IS I—IT WAS I.

1. Send two or more children from the room, telling one of them to knock quietly, and then when asked, "Who is it?" to reply, "It is I." Let them have one guess to tell who it is. The one who guessed could go out and do the same thing. After the one who knocked comes in, say, "Who was it that knocked?" getting in reply, "It was I," or "It was he." Have two knock at the same time, telling them to answer, "It was we," and having the others tell, "It was they."

2. Say to the children, "I will close my eyes. Some of you may fold your arms, some put your hands on your heads, some fold your arms behind you, some wave your arms, then when I say 'Attention,' all sit up." Try to find out who did each thing. Ask, "Was it you who folded your arms?" the child replying, "It was I," or "It wasn't I." Then change the form of the question, asking, "Was it John who folded his arms?" etc.

3. Have a quick exercise, each child in the row answering the question as he pleases.

Is it I?	Is it he?	Is it she?	Is it they?	Is it we?
----------	-----------	------------	-------------	-----------

4. Every day have them repeat in concert, then individually:

It is I.	It was I.	It is she.	It was she.
It is you.	It was you.	It is we.	It was we.
It is he.	It was he.	It is they.	It was they.

5. Send a child from the room, telling him before he goes that somebody will be appointed to be *it*. The children name some one child, and the teacher names the one who is to ask the questions. The child then returns to the room. The one who asks the questions stands up and asks, "Is it Charlie?" The guesser answers, "No, it isn't he," or "I think it is he." Instead of having some one ask the question, the child who left the room may ask, "Is it you, Charlie?" Charlie replies, "It isn't I," or "It is I," as the case may be.

I HAVE NO.

PURPOSE AND METHOD.—The purpose and method are the same as in teaching the verbs. The teacher produces the proper setting, gives the form, and has the children imitate her. The attention must be on the form at first, and gradually transferred to the subject-matter.

1. Say to the children, "I have no pencil. Will you please lend me one? Thank you. I have no book. Will you please lend me yours. I have no paper. Will you lend me yours? You may answer me, using, *I have no* ———."

Please lend me your sponge. Please lend me your slate, crayon, knife, watch, ring, top, doll, looking-glass, marbles, fan, etc. This must be quickly and enthusiastically done to be effective.

2. Be a storekeeper. Have the children guess what kind of a store you keep by asking to buy something. The children then say, "I wish to buy some bread." The teacher replies, "I have no bread." "I wish to buy some candy." "I have no candy." "I wish to buy some sugar." "Yes, I have some sugar." "What kind of a store do I keep? Yes, it is a grocery store. Now you may be storekeeper, and we will buy. Think what kind of a store you will keep."

3. Fill a box with toys and odds and ends. The children ask for something. Reply first, "I have no doll." Then give the box to a child, and the others ask for anything they want. If it is in the box, it is given, otherwise the child replies, "I have no ———."

4. Try to find out who has a baby sister, brother, pet kitten, blue dress, new knife, top, fan, etc., by asking quickly, "Have you a baby sister?" etc.

5. Send the class to the board, with no chalk there, and ask them to write a word. If the first one says, "I have no chalk," ask several if they have chalk, insisting on a complete sentence. If any child can not give the form, some one may tell him what to say.

6. Put cards on several desks about the room, then as you look about, say, "Lillie has no card," "John has no card," "Edgar has no card," "John, tell me some one in your row who has no card," etc.

7. "Why can't Lillie lend me her doll, ball, fan?" etc.

8. Say quickly to the first child in the first row, "I had no mush for breakfast; tell me something you didn't have. Begin your sentence with, *I had no.*"

THIS—THESE.

1. Have several articles such as pencils, pens, books, marbles, flowers, pieces of crayon, etc. Say to the children, Listen carefully to what I say and watch me. Then take a book saying, *This* book is new; then a pencil saying, *This* pencil is red, and so on with each article. Then take several books saying, *These* books are new, *these* pencils are short, *these* flowers are pretty. Who can do just as I did, and say what I said? Let the children try.

2. Close your eyes and have a child touch one thing or one group of things, then open your eyes and try to find out what he touched. Did you touch this book? Did you touch these pieces of crayon? etc. Have a child close his eyes, let some one else touch something and have the child ask the question. The child who replies must stand near so he can pick up the pencil and say, "No, I didn't touch this pencil."

THAT—THOSE.

3. Repeat these two exercises, having the things far enough away so you can point to them and can not touch them. Have the children reply in concert, "No, he didn't touch that pencil. Yes, he touched those flowers."

Devices for Review.

1. Tell stories about a child in your class, as:

Last night I wished my erasers cleaned. I called upon the boy who had the best reading lesson. Who was it? (The child answers, "It was I.") To-day I shall call for the child who can count the farthest. Who is it? (Answer, "It is I.")

Last night a little baby boy and his sister were walking on the street. The baby fell down. The sister picked him up and carried him home. Who was it?

Every night there is a little boy who brings his mother the milk from the grocery. Who is it?

Who is the little girl who helps her mother wash the dishes? etc.

2. Send all the children or certain children to the board to draw pictures. Hide your eyes, so you do not see to what board they go. Then ask, "Who drew this?" The one who answers, "It was I."

3. Use freely device No. 4 under "It is I."

DOESN'T—DON'T.

1. This may be taught by a game the children call "What does he do." Call up a child. Tell the children that he is a man now and is working very hard. They are to find out what he does. The child then tells the teacher what occupation he has chosen. The children ask, Does he ham-

mer? The teacher replies, "No, he doesn't hammer." Does he make candy? "No, he doesn't make candy." etc. Have a child take your place as soon as possible. To vary the game and give the children more practice, have the child chosen to work tell the class what he is doing, while the teacher steps outside. Then the teacher may ask, Does he sing? etc., and the whole class reply, "No, he doesn't sing."

Have two children occupied at the same work. The reply then is, No, *they* don't make dresses. Vary it by having the child play he is an animal. The teacher should ask, "Does it bark?" The children should reply, "No, it doesn't bark."

Stories for Review.

A POOR BOY.

It was a very cold day. Mr. Brown had finished his work, and was going home to supper. As he walked along he thought of the games he would play with his three little children. But who was the poor little boy sitting by the road? His coat was torn, and he had on no shoes nor stockings. Mr. Brown stopped and said, "My boy, why are you not home this cold evening?" "I have no home," said the boy. "Where is your father? Will he not take care of you?" asked Mr. Brown. "I have no father nor mother," said the boy, "and I am very hungry."

Then Mr. Brown asked the poor boy to come home with him. He gave him some nice warm supper and a good bed to sleep in. The next day the boy went to the office with Mr. Brown, and did errands. He went to night-school and studied hard. Now he is a big man, with a home of his own.—
Original Story by a Third-grade Boy.

THE LITTLE PINE TREE.

A little pine tree was in the woods. It had no leaves. It had needles. The little tree said, "I do not like needles. All the other trees in the woods have pretty leaves. I want leaves, too. But I will have better leaves. I want gold leaves." Night came and the little tree went to sleep. A fairy came by and gave it gold leaves. When the little tree woke up, it had leaves of gold. It was very happy.

Night came. A man came by with a bag. He saw the gold leaves. He took them all, and put them into his bag. Now, the little tree had no leaves. It had no needles, either. The poor little tree cried, "I do not want gold leaves again. I will have glass leaves."

So the little tree went to sleep again. The fairy came by and put glass leaves on it. The little tree awoke and saw its glass leaves. Then a wind came up. It blew and blew. The glass leaves all fell from the tree, and were broken.

Again the little tree had no leaves. This time it said, "I want green leaves. I want to be like the other trees." And the little tree went to sleep. When it awoke it had green leaves. A goat came by. He was hungry, and he ate all the leaves. Then the little tree said, "I like my

needles best." And the little tree went to sleep. The fairy came and gave it what it wanted. When it woke up, it had its needles again. Then the little pine tree was happy.—*Adapted from Old-time Stories by E. Louise Smythe.*

THE SENTENCE.

PURPOSE AND METHOD.—One of the first things to be mastered in written language is the proper beginning and ending of the sentence. In order to do this, the child must first know in some way what a sentence is, and then he must have a reflex for putting in the proper punctuation. We can tell a sentence in two ways: First, by noting the inflection of the voice when we hear it read; and, second, by seeing the beginning and ending. The first way can be taught the children before they read or write.

The method pursued was directing the attention to the voice as sentences were read. The sentences must be very short and simple at first, the downward inflection of the voice pronounced, and the pause between long. On account of the difficulty in getting stories made up entirely of simple sentences, the following are added:

1. Say to the children, "I am going to read you some sentences. You may tell me how many I read. I shall stop after each sentence. You may count them for me." Then read, making a long pause after each sentence:

Saturday I went down town. I looked in a big window. There I saw a beautiful doll.

"How many sentences did I read? Now listen again."

I went into the store. I bought the doll.

"Tell me how many sentences."

I gave the doll to my cousin. She named the doll Grace. She was very happy.

"How many sentences?"

Read the same thing again, pausing after four sentences to ask, "How many?"

Use in the same way:

I had a very large dog. His name was Carlo. He had pretty, black hair. He sat up and begged for a cracker. He liked to go into the woods to catch birds. I threw a stick. He ran after it. He brought it back to me.

Here are two children. Their names are Jack and May. They are wading in the water. Mama said they could have some fun. Going in wading is great fun.

The water is very warm. On the bottom are sand and pebbles. Jack sees a clam on the bottom. May screams. She lifts her foot out of the water. A crab has caught her toe. Jack pulled the crab off.

One day an ant fell into the water. He tried to swim out. He could not do it. A dove saw the ant. She picked off a leaf. She threw it to the ant. The ant crawled up on the leaf. She was carried to the shore.

The next day a man was out hunting. He saw the dove. He aimed his gun to shoot it. Just then the ant saw the man. She bit his heel. The man was very angry. He turned around. The dove flew away.

2. For another device, use a picture large enough for the whole class to see.

Tell me how many sentences I make about this picture.

In this picture I see a little girl. She is standing by her mama.

“How many sentences? Now, listen again,”

The cat is lying by the fire. I think mama is telling the little girl a story. The little girl looks happy.

“How many sentences?”

Call on the children to make one sentence, two sentences, three sentences, etc.

3. For a third exercise provide each child with a picture, and call for a definite number of sentences, as two, three, etc.; according to the ability of the children.

By this time the children should be able to recognize several sentences with only a slight pause between. The second step—recognizing a written sentence—is then begun.

4. Go to the board saying, “Now I shall write a sentence on the board,” and write: See the little girl.

“What kind of a letter at the beginning? How did I finish it?”

Have the class give sentences, while the teacher writes on the board.

As each one is given, ask, “How shall I begin it? How shall I finish it? Who will write the first word? Who will finish it?”

After several easy sentences are given, go back over the group, calling on different children to show the first sentence. “Where does it begin? Where does it end? What kind of a letter at the beginning? How do we finish it?” After going through the sentences consecutively, skip about.

After this, count the number of sentences on certain pages in their readers.

5. A teacher, to vary the exercise, had her children play the sentence. Each child represented a word. “What kind of a letter must the first word have?” The child suggested standing on the table to be higher, so he did. The children stood in a row, one child representing each word, and the period, at her own suggestion, sat on the floor. Then each child said his word, and the next sentence was played. The teacher allowed them to represent the big letter in any way they chose. Then they pointed out the beginning and ending of each sentence. The children called for this game repeatedly. The teacher closed the lesson by reading a story from their reader, allowing them to tell how many sentences.

THERE ARE.

PURPOSE AND METHOD.—*There are* and *there were* seem to be the hardest reflexes to get. Perhaps more adults make this mistake than any other. Much time should be spent on these two forms, as often these two words do not appear in the child's vocabulary.

Be certain that the children say *there* and not *they*.

1. Have a number (two, three, or four) of various objects, such as tops, balls, oranges, marbles, etc., on the desk. Say to the class, “There are three marbles on my desk. There are two tops on my desk. Who will tell me how many oranges there are on my desk?”

2. Have a number of pictures with more than one of various objects. Pictures of fruit, flowers, or animals are good. Have the children tell how many of each are in the picture.

3. Have a child come to the desk, select any number (more than one) she wishes of any object, and hold them up, saying to the class, "There are two apples in my hand."

4. Repeat exercise 3, except that the class do not know the number of objects the child takes. They say, "I think there are three nuts in Mary's hand," etc. This may be varied by having the children guess what Mary has in her hand; as, "I think there are ——apples in Mary's hand."

5. Have the children guess what things there are in your satchel, assuring them that there is more than one of each. Guess what things there are in the desk; in the bookcase, etc.

6. Have the children think of things at home in the kitchen that there is more than one of. "Tell me how many there are?" The parlor, school-room, church, etc., may be used in the same way.

7. The teacher may be a storekeeper and the children may guess what things there are in her store.

THERE WERE.

PURPOSE AND METHOD.—This can be a memory exercise. The attention is to be directed toward the objects that have been removed. The same method (that is, the teacher making the proper setting and giving the form) is used as well as the same devices.

1. Have a number of each of the different objects on the table. The children pass around in line, look at the things and return to their seats. The teacher takes the objects away from the table, then says, "There *were* apples on the table. There *were* oranges on the table. Tell me what other things there *were* on the table."

2. Pick up various articles, then put them down again. Do this very quickly to keep the attention of the children. They tell what there were in the teacher's hand. Afterwards a child may take her place. The sentence should be given each time the objects are put down.

3. "Tell me what there were on the street as you came to school this morning. Tell me what there were on the table last night; on the desk yesterday; on the bay last week; on the Christmas tree last Christmas."

4. Hold up a picture with many of the various kinds of objects in it. After giving the children a few seconds to look, lay it down and have them tell what there were in the picture.

5. Pass around some pictures cut from a magazine. After the children look at the picture, they return it and tell what there were in the picture.

6. Use any of the devices under "there are," having it a memory exercise so *there were* may be used.

7. Have some blocks in the room. Put three down on the desk, saying, "There are four cars on the track; two of them were switched off (taking two away). Now there are two left."

After *is* and *was* are given, stories may be made, using “Then there was one left,” or “Now there is one left.” The children are often very original in making up these stories. (See First Book in Arithmetic, State Series, Chapter XII—Number Stories.)

THERE IS—THERE WAS.

The same devices may be used as in teaching *there are* and *there were*. Be certain that there is but one of everything talked about, and that the attention of the children is directed toward the *one*.

HIGH FIRST AND SECOND GRADE, OR SECOND GRADE.

DAILY DRILLS.

While this Bulletin contains much material worked out at length, the author feels that a few drills given every day will help more toward acquiring correct forms than the study of too many details. These exercises should be given daily. In a country school they may be given to all the classes at once. The teacher gives the incorrect form, the children responding in concert with the correct form. After they have become fairly proficient, vary the exercise by having the children respond individually. Sides may be arranged and the sentences responded to, first by one side and then by the other.

The second exercise consists in answering the questions correctly. As soon as the children have learned to do independent work, these questions may be written on the board and answered in writing. The responses in the first exercise may also be given in writing if the teacher has the time.

DAILY DRILLS—SECOND GRADE.

Teacher.

I seen a man.
He eat some candy.
I come to school yesterday.
She drunk a glass of water.
I done my lessons.
I ain't got no chalk.
I ain't doing nothing.
It is me.
It was them.
It was him.
It was her.
There is two books on the desk.
There was two apples on the table.
I have saw a man.
They haven't came yet.
I have rode to school every day.
They have went away.
I have drank some milk.
She learned me to spell.
He rung the bell.
I loaned my pencil.

Can he come to see me?
Can I write on the board?
What did you see this morning?
What did you eat for breakfast?
Did you come to school yesterday?
What did you drink this morning?
Did you do your work?
Who is knocking at the door?
Who took my book?
Who was talking?

Pupil.

I saw a man.
He ate some candy.
I came to school yesterday.
She drank a glass of water.
I did my lessons.
I have no chalk.
I'm not doing anything.
It is I.
It was they.
It was he.
It was she.
There are two books on the desk.
There were two apples on the table.
I have seen a man.
They haven't come yet.
I have ridden to school every day.
They have gone away.
I have drunk some milk.
She taught me to spell.
He rang the bell.
I lent my pencil.

May he come to see me?
May I write on the board?
I saw a horse this morning.
I ate some mush for breakfast.
Yes, I came to school yesterday.
I drank some milk this morning.
Yes, I did my work.
It is they.
It was he.
I.

Teacher.

What are there on the desk?
Were there two apples on the table?
What have you seen to-day?
Have they gone away?
Did he ring the bell?
Who lent me this pencil?
Ain't.

Pupil.

There are two apples on the desk.
There were two apples on the table.
I have seen a horse to-day.
They have gone away.
Yes, he rang the bell.
I lent you that pencil.
There is no such word.

FIRST WRITTEN WORK.

If, before the end of the year, the children finish the work already outlined, and really know it orally, the easier work under "second time over" may be begun.

1. Among the devices used in teaching little children to write words, the following has been found very successful: Send the class, or at least one division, to the board. As soon as all the children are ready, write the word on the board. The children may simply watch you, or better still, have them trace the letters in the air as you make them. Then have them look at the word as a whole; trace it a few times in the air, and all turn and write. Those who can not do it, may look at the teacher's word. Encourage them to write it first time without looking at the teacher's word. The children usually need to write it three or four times to have it thoroughly impressed. Then have the children erase, look at the teacher's word, then write, the teacher erasing her word. If the children know a few words already, this new one may be made into a sentence, the sentence written on the board by the teacher, attention called to the capital and period, and then the class requested to write.

REVIEW.—Every day review the work of the preceding days. It is better not to dictate the words of the last three or four days, but to write them on the board, giving the children an opportunity to see them for a second, then erase and write. Dictation is *sometimes* a test. If the children know the words, there is little use in testing them. If they do not know them, testing will not teach the words to them.

This same device may be used in any grade by omitting the tracing of the word in the air. It is a very excellent way to make a poor speller into a good one.

2. Another device, and a good one for review, is to send the class to the board, each child being provided with a slip of paper upon which the words are written. Each word may be written twice. As soon as the children are far enough along, sentences may be called for.

3. Cut-up words may be made into sentences at the child's desk. As soon as he has finished he may pass to the board and write his sentences on the board.

MARGINS.

The first time you have the children write on paper, have them place their papers properly on their desks. Then say to them, "Hold up the hand you do not write with. Close your little finger. Close the one next to it. Now you have two fingers standing. Put your hand down on the

paper so your longest finger will be on the edge of the paper." Show them how, by drawing on the board a picture of the paper and the hand on it, also by holding up a paper with your hand on it. Have them take their pens, and write the first word right by their fingers. Then write the second line under the first.

Take your readers, and see that the printer does not print out to the edge of his paper, but leaves a space.

This work should be repeated during every lesson, until all the children do it as a matter of course.

Another device is to give each child a piece of cardboard just as wide as the margin should be. He puts this down on his paper with edges even, finding the place for the first word.

The secret of success is to have all the children do it together, imitating the teacher first, then alone, the teacher simply reminding, and finally without direction. Constantly doing this only one way will bring results. Never allow the children to write even a spelling lesson without a margin.

Have the children take out their readers and look at the first line in several stories. They will find the first word much farther from the edge of the leaf than the first word of the second or third lines.

Have them copy the first paragraph of several stories, indenting the first word. Afterwards remind them of this whenever they write a story or copy a paragraph, until all have formed the habit.

Another device that may be used is to take a long strip of paper, about one and one half inches wide, fold it lengthwise, and slip it over the left-hand edge of the paper. The child indents the first word from this paper, but writes back to the folded paper each time. This does away with the ink margin that is often used, but which mars the looks of the paper.

THE SENTENCE. (Second Time Over.)

The exercise under "first time over" should be repeated from time to time. As soon as the children are able to write at all easily, they are ready for the "second time over." The purpose of this is to form a reflex for writing a sentence properly, with the attention in some other place than on the beginning and ending. Success is obtained only through directing their attention to it time after time.

The children should know, first, how to make the capital letters. To direct their attention to this, write on the board this list of words:

the my he a papa baby two by

Have the children write the same word as they would if it were the first word in a sentence. Then make up some sentences, and write them on the board. Have the children tell how to finish the sentences.

Have these sentences copied, reminding them of the margin and a period at the close. After all have written, ask them to look at each sentence to see if it is finished.

The boy went home.
My name is May.
He is a good boy.

A pen is on the desk.
Papa is good to me.
Baby is by papa.

Baby likes to play.
Two boys are in the yard.

Following this, have a dictation lesson. These sentences should contain words that the children know thoroughly:

My dog is black.
He eats meat.
Papa buys meat.

A baby is pretty.
Papa likes me.
Baby is here.

Baby is good.
Some nuts are in the cup.
Two boys ran away.

Have them copy four sentences from their readers.

Have several objects in the room, such as a ball, a flower, a fan, a box, a cup, a doll, a book, etc.—all objects whose names could be written by the children. Hold these up one by one, asking for a sentence about each. As the sentences are given, write them on the board, properly begun and ended.

Copy the best sentences on the front board, and have the children copy them for a writing lesson.

Have a large picture. Ask for sentences about the picture. Then send the children to the board, and have them write two sentences about the picture.

Have them write a definite number, say, three, four, or five, according to their ability and the time, about the nature-study material.

Give a familiar subject, as a car, the wind, the sun, a rainbow, the bay, a boat, and have the children write a definite number of sentences.

DEVICE.—Have a pupil come to the front of the room and face the class. On the board above his head write a subject. The class then make sentences until the pupil can tell what it is. The pupil who gave the last sentence must then take his place.—*From Bulletin No. 3, by Alma Patterson; edition now exhausted.*

DEVICES FOR REVIEW OF VERBS.

1. Put on the board the past tense of the verbs to be reviewed. Pass to each child a slip of paper on which is written a noun that can be used with one or more of the verbs. Call on the children for sentences orally, then have them pass to the board and write one or more, as: *ate, drank, grew* may be the words on the board. A child may have the word *kitty* on his slip. When he is called upon to recite he will give such sentences as, "My kitty ate meat," "My kitty drank milk," "My kitty grew into a big cat." If they substitute *she* or *he* for the noun, there is no objection. It sounds better, and makes no difference, as the attention is on the verb.

2. A variation of this device is the game of postman. A child is selected as postman. The letters he carries contain three or four words, the past tenses of as many verbs. The child pretends to read his letter, but in reality gives sentences containing the verbs, as: The letter has the words *drew, gave, took*. When the child is called upon to read he perhaps says, "I drew a pretty picture. I gave it to my mama. She took it and gave me a kiss."

This may be used as busy work, the work being written after once being done orally.

3. The past tenses of verbs may be put on a ladder, each word on a round. The child climbs the ladder by giving or writing sentences with each word in order.

4. Write on the blackboard a list of the verbs in the present tense. Point

to a verb, call upon a child. He performs the action indicated by the verb, then makes a sentence telling what he did. This may be varied by the child's selecting his own verb, performing the action, while the children guess what he did, using the past tense of the verb.

SAW. (Second Time Over.)

The object is to have the children write the forms which they have learned to say. The children should now be able to recognize and write a good many names of objects. The method used is to get the sentence from the child, have him read it, copy it, and finally write it from dictation.

1. Review quickly one of the devices under "first time over," then write on the board, as the children give the sentence in response to, "Tell me what you saw. Tell me what the boy saw":

I saw a doll.	The girl saw the cat.	The man saw a big box.
The boy saw a box.	Mama saw the girl.	Frank saw me.
The baby saw the dog.	I saw a little ball.	Papa saw the boy.
I saw a dog by the box.	Baby saw two dolls.	Frank saw some dogs.

2. Read these in concert, then individually, and finally copy as many as you have time for.

3. Write the word *saw* on the board, then dictate the sentences of yesterday. The children should be able to write the other words.

4. Dictate without writing the word *saw*, unless necessary:

I saw a man.	I saw a little girl.	We saw you.
Baby saw me.	She saw a dog.	The girl saw mama.
I saw two dogs.	Papa saw me.	Baby saw a new doll.

5. The children may write four sentences of their own containing *saw*.

ATE. (Second Time Over.)

REVIEW OF *Saw*.

1. Review the first device under "ate." Then say: "Tell me what you saw in a cage," and write on the board, "I saw a bird." Have the children tell you what the bird ate, and write under the first sentence: "The bird ate seeds." In the same way get the following sentences, underline *ate*, and have the sentences read and copied:

I saw a dog.	The dog ate a bird.
I saw a cake.	May ate the cake.
I ate an apple.	The baby ate bread.
May saw two girls.	The girl ate some candy.

2. Dictate the sentences of yesterday. Before doing so, write the word on the board, and call attention to it.

3. Ask the children for sentences with *ate*. Write the easiest ones on the board.

4. Have the children make up and write their own sentences.

WENT. (Second Time Over.)

REVIEW OF *Saw* AND *Ate*.

1. Review *went* orally, using one of the devices under "first time over."

2. Copy:

I saw mama.

I *went* to mama.

I *went* to baby.

Baby ate a nut.

Baby *went* to mama.

Baby went by the dog.

3. Dictate several sentences in review from the lessons on *ate* and *saw*. Dictate the sentences under exercise 2, using *went*.

4. For variety, act out the verb *ate*. Have a child tell what you did, then have the class write the sentence on the board; as, "You ate cake." Do the same with *went* and *saw*.

5. Dictate after teaching all the words: I went to the garden. I saw an apple. I ate the apple.

BROUGHT. (Second Time Over.)

REVIEW OF *Saw*, *Went*, AND *Ate*.

1. Review *brought* orally, using a device in "first-time over." Have a child bring you a fan. After you have taken it, have the child say, "I brought you a fan." In the same way get:

John brought me a hat.

Mary brought me a doll.

I brought you a nut.

Tom brought me a ball.

By this time the children should be able to add the review sentences, if the teacher gives the word. Write only the easy sentences on the board; as,

I saw an apple.

I ate some bread.

I went to the park.

2. Have these sentences copied, then dictate them.

3. Combine sentences into paragraphs, as: May went into the yard. She saw a dog by a tree. She brought him some meat. He ate the meat.

PAST TENSE OF VERBS IN GENERAL. (Second Time Over.)

Enough work has been given above to show the method. Each lesson should contain a review of the verbs previously learned. The following sentences are added for dictation for each verb. For review, sentences may be taken from the preceding lessons:

came

I came to you.

The boy came to school.

Two men came by the school.

A boy came by me.

The baby came to school with me.

caught

The cat caught a rat.

I caught the baby.

Dan caught me.

The dog caught the ball.

Ned caught the ball.

threw

I threw the ball to Tom.

Tom threw the ball to Dan.

I threw the paper away.

The boy threw me down.

gave

Baby gave me a fan.

I gave mama a ball.

Papa gave Tom a top.

Mary gave you an apple.

Review.

Papa saw the bat.	Mary brought her lunch.	I threw a ball.
Baby went away.	Baby came to school.	Tom did it.
I ate some candy.	Ned caught a ball.	Tom gave me an apple.

List of Verbs to be Taught.

see	throw	tell	speak	drive	learn	borrow	walk
eat	do	take	begin	wear	teach	is	help
catch	run	say	build	tear	set	are	cry
grow	draw	bring	buy	win	sit	feed	ring
come	fall	know	sell	fight	lie	jump	climb
drink	go	break	swim	sing	lay	find	need
write	fly	ride	bite	lose	think	lend	hear

As soon as possible use for dictation short stories in paragraph form, such as:

Mary went into the yard. She saw a dog by a tree. She brought him some meat. He ate the meat.

Tom came here. He brought his dog. The dog caught a bird. He gave the bird to Tom.

Here are some apples. Do you like apples? Tom ate one. He gave two to Mary. He gave a piece to the baby. She sat down and ate it.

Tom has a new book. There is a story in it. Mama read it to Tom and his sister. They liked the story very much.

The boy went to school. The teacher taught him spelling. He learned his lesson. Was he not a good boy?

The bird flew from the tree. It tore its wing in the bushes. It lay on the grass. The boy brought it home.

I saw a hunter. He wore clothes of fur. He swam in the river. Did you ever see a hunter?

I gathered some flowers. They grew on the hills. We laid them on the table. Did you ever find any?

I borrowed a book. It was a story-book. Our teacher told us some of the stories. We read from the book.

Willie broke his skates. He ran too fast. He fell down. I thought he knew how to skate.

We went to a picnic in the country. We ate our lunches in the woods. We played games. We rode on the train. Then we drove home.

The boy bought a slate. The man sold it to him. He drew pictures on it. He brought it home that night. The teacher thought he drew very nice pictures.

Mary fell into the water. She cried aloud. Her brother jumped after her. He swam with her to the shore. He brought her home.

We climbed up the tree. We found a nest. There were some eggs in it. We did not take any. We knew it was wrong if we stole them.

The dog bit John. We heard John cry. We ran to help him. We found him lying on the grass. We went home with him.

They built the schoolhouse on the hill. We walked to school every day. The bell rang at nine o'clock. We always were there early.

James had a pony. He fed it every morning before going to school. The pony liked James very much. It soon grew to be quite big.

Elsie needed a song-book. John lent his to her. The children sang very nicely. The little bird heard them and began to sing too.

We wrote a story. It was about the squirrels. They drank from the brook. They fed on acorns. They threw some acorns on the ground. We then drew pictures of them.

The classes fought hard for the spelling banner. Those who worked the hardest won.

Jack told me about his trip. He swam in the lake. A crab bit him. He caught the crab and brought it home.

The horse was sold. Mr. Smith had bought it. Mary began to cry when she saw him go.

Mama bought some apples. I saw James eating some. Mama did not wish him to. James was sorry.

Mary went to the country. She wrote to me every day. She came home yesterday.
 John threw a rock. He broke a window. He said he did not mean to do it. I told him to be more careful. Then he ran away to play.
 Mary began to draw. She drew some flowers. Her teacher told her that they were very pretty.
 I saw Mary playing. She was trying to catch Jack. She fell down and tore her dress.
 They went to the river to drink. They fell in. Soon they swam out again.
 John sold his kite to Jack. Jack flew the kite. It caught in the trees. He tried to pull it down, but it tore. Then he sat down and cried.
 Mr. Smith rode in his wagon. His horse fell down and broke its leg. He brought the horse home. It grew better. I saw him drive it yesterday.
 She spoke to me about her new dress. She wore it Sunday. I saw it then. I told her it was very pretty.
 John ran a race. He won it. I knew he would.
 She taught her dog to sit up. It could jump, too. It was a very good dog. It would not bite.
 Jack learned how to build houses. He built a house for his pets. They are in it now.
 The boy climbed a tree. The bear climbed it also. He jumped down, and so did the bear.
 My dog lay under the house. I thought he was dead. He saw me and ran out. I fed him then.
 I set my lunch under a bush. I thought it was safe. Soon I came back. Some tramps were eating it. They said that they just borrowed it.
 The lady sang a song. It was beautiful. I told my mother about it.
 I helped Jack with his work. He lent me a book. I enjoyed the story very much.

IT IS I—IT WAS I. (Second Time Over.)

1. Review all the exercises under "first time over," having the children write all the sentences as they were given in each exercise.

2. Have these sentences completed and read aloud:

It was I who.	It is I who.	It was she who.	It is she who.
It was he who.	It is he who.	It was they who.	It is they who.

3. Dictate:

It was I who knocked at the door.	It is I who will help you.
It was he who lost the marbles.	It is they who are to blame.
It was they who came to see me.	It was she who went away.
It was we who sang the song.	

4. Answer each of the following questions with one of the sentences here given:

	It is I.	It was I.
	It is he.	It was he.
	It is she.	It was she.
Who told the story so well?		Who is stamping her feet?
Who brought me these flowers?		Who is singing?
Was Mr. Hill the man who helped the little girl?		Who was it that fed the chickens?
		Was it John or he who left the room?

5. Tell this story, and have it reproduced:

One day Mary was playing house with her little friend, Birdie. Suddenly, they heard somebody knocking at the door. "Who is there?" they cried. "It is I," said a voice. "I wonder who it is," said Birdie. "It might be your brother." "Oh, it isn't he; he went out a long time ago," said Mary. When they opened the door they couldn't see anybody. So they began to play again, when again they heard somebody knocking at the door. Mary said, "Who is there?" "It is we," cried some voices; but when they opened the door they couldn't see anybody this time. Finally Mary said, "Oh! I know who it is, it is my cousins." Birdie said, "Do you think it is they?" "Yes; let us stand here and catch them." So when they knocked again Birdie opened the door quickly.

and caught the boys. Mary said, "Did you knock at this door before?" The boys said, "It wasn't we, it was Ella," but Birdie said, "It wasn't she." Finally the boys said that they were only fooling, and that it was they who knocked at the door.

AM NOT—IS NOT—ARE NOT.

1. Begin in a very quick way with the first row, saying, "I am not talking. Tell me what you are not doing." Each child gives one sentence. To the next row say, "He is not thinking. Tell me something else he is not doing." In the same way, go around with, "You are not," "She is not," "They are not." This is very successful, if done quickly, not waiting for the slower ones. They will get it by hearing the others.

2. Write on the board fourteen sentences, calling for them after the above exercise, and have them copied; as,

I am not playing in school.	They are not doing their work.
Your are not always in your seat.	He is not standing by the window.
He is not writing his lesson.	She is not playing the piano.
We are not singing softly.	Mama is not at home now.
They are not good friends now.	The boys are not playing in the yard.
She is not buying some meat.	I am not listening now.
The teacher is not hearing the class spell.	The girls are not writing well.

3. Have the children answer, first orally, then written, the following questions. The answers should all begin with *no*:

Are you going to the park to-day?	Are you going home early to-night?
Is she fond of candy?	Is he to be promoted next year?
Is he always on time?	Are they to walk quickly by?
Are they reading a new book?	Are you playing tag now?
Are we to sing "America" to-day?	Are they in the fourth grade?
Are they doing their work?	Is he looking at the deer?

4. Dictate these sentences:

He is not the boy I want.	They are not ready to go.
No, I am not going to the park.	The old man is not my friend.
It is not right to fight.	The two boys are not hurt.
She is not well to-day.	I am not eight years old yet.
The men are not in the field.	Papa is not in the city to-day.

5. This may be followed by a series of lessons on questions. See Topic "Questions," page 37.

CONTRACTIONS.

1. Say to the children, "We are to have a game to-day. I shall say something, and you may say exactly the opposite. We shall begin with the first row. I am singing. You may say, 'I am not singing,' and so on."

Give the following sentences to the first row:

I am talking.	I am trying.	I am whispering.
I am playing.	I am walking.	I am singing.

To the second row give: "You are talking," etc. The children answer, "You are not talking."

To the third row give: "They are singing"; then, "He is singing"; then, "She is singing." "The boy is singing," "He was talking." Do this very quickly, and keep track of the time it takes. Tell them that we shall try to see if we can not do it in less time. Instead of saying, "I am not," they

may say, "I'm not." Tell the second row what to say when it comes their turn. The children enjoy this very much, and want to do it again.

After going around the room with the contractions, call for two sentences from each row, write them on the board, and have them copied; as,

I'm not talking.	They aren't singing.	He wasn't talking.
I'm not reading.	They aren't playing.	She isn't sewing.
You aren't laughing.	He isn't sitting still.	She isn't playing the piano.
You aren't walking.	He isn't running.	She wasn't playing.

2. Give the contractions as a part of the spelling lesson.

3. Write on the board the contractions, and have them make up two sentences about each, writing them on paper; as,

I'm You aren't They aren't He isn't She isn't She wasn't

4. Write the following sentences on the board, having the children write the opposite or denial:

I am playing in the garden.	She is buying a new hat.
The boy is doing his work.	They are eating two apples.
The men are building a house.	My sister is singing in the church.
The lady is mending her glove.	The acorn is on the ground.
You are doing your work well.	The boy is on the street.
He is playing school with his sisters.	The frogs are swimming in the pond.
There is a piece of pie on the table.	I was swinging.
He is a dear little baby.	He was laughing.

5. Have the children answer these questions, beginning each sentence with *no* and a comma:

Are you reading the Second Reader now?	Is he working in the store?
Am I going with you to-night?	Is she cooking the dinner?
Is she eating her dinner?	Are they wading in the water?
Is Jane studying her lesson?	Is the sun shining?
Are they studying arithmetic now?	Was he telling the story?
Are you picking flowers?	Was I reading a book?
Are you planting corn?	

6. Write the short form of the following; then use in a sentence:

I am not. You are not. He is not. She is not. They are not. He was not.

7. Dictate the following sentences:

I'm not reading in the Second Reader.	They aren't picking flowers.
I'm not going with you to-night.	They aren't planting corn.
She isn't eating her dinner.	He isn't working in the store.
Jane isn't studying her lesson.	They aren't wading in the water.
They aren't studying now.	The girl wasn't doing it.

8. Hold before the class a picture which shows several children or animals performing some act. One child must have his eyes closed so as not to see the picture. Let him ask questions; as, "Are the children running?" "The children aren't running." "Are they eating?" "They aren't eating."

9. Choose a boy and have him decide what kind of a store he will keep. While the teacher steps out of the room the boy tells the class what kind of a store he keeps. The teacher comes in and tries to find out the kind of store by asking, "Does he keep a candy store?" Some child is called upon who replies, "No, he doesn't keep a candy store." The questions go on until the teacher guesses correctly. This may be varied by having two

children keep a store together. The question then is, Do they keep a candy store? and the answer, No, they don't keep a candy store.

10. Have the children repeat, individually and in concert, the following sentences until they are perfectly familiar with the sound:

I do not like to run.
He does not ride a horse.
She does not go to school.
The baby does not cry.

We do not march every day.
They do not come to school.
It does not look well.
The boys do not care to go.

11. Fill in the blanks:

I do not _____.
You do not _____.
He does not _____.
She does not _____.

We do not _____.
They do not _____.
It does not _____.
The boys do not _____.

12. Answer the following questions, using *do not* or *does not* in the answer:

Do you like to sing?
Does the boy ride a horse?
Does the man work hard?
Do we have school to-day?

Do they have new pens to-day?
Does it have wheels?
Does she play well?

13. Repeat the exercises, using *doesn't* and *don't* instead of *does not* and *do not*.

THERE ARE—THERE WERE. (Second Time Over.)

1. Get by questions the following sentences. Write them on the board and have them copied. The next day dictate them:

There are twenty children in our room.
There are many plants in our garden.
There are three fish in the jar.
There are many silkworms spinning silk.
There are two pencils on my desk.

There are two men on the street.
There were three bears in the woods.
There were two frogs in the water.
There were three little pigs in the pen.
There were two mice in the trap.

2. Say to the children: "I am thinking of something. There are many leaves on it. There are many seeds on it. There are wings on the seeds. What is it?" "I am thinking of something else. There are two windows in it. There are two doors in it. There are two horses in it. What is it?" Give each child a card with one of the following words on it. The children make up two sentences with *there are* about each:

rosebush	bird	cat	book	hat	house	garden
desk	boat	table	dress	picture	cupboard	mouse-trap
aquarium	vase	coat	hill	beach	stove	piano

After all have finished, the children take turns in reading, the others guessing, then three of the best are dictated; as,

I am thinking of something. There are two long pieces of wood in it. There are two iron pieces on the sides. There are three seats in it. What is it? A *boat*.

I am thinking of something. There are many pictures on it. There are flowers in it. What is it? A *case*.

There are two doors to it. There are many shelves in it. There are dishes in it. What is it? A *cupboard*.

3. Copy from your readers the sentences containing *there are* and also those containing *there were*.

4. Place on the desk the objects as in device 1, first time over, and have the children make up sentences about them, using *there are*.

5. Have these questions answered:

How many children are there in the room?

How many desks are there in each row?

How many boys are there?

How many windows are there in the room?

How many girls are there?

THERE IS—THERE WAS. (Second Time Over.)

1. Put several things on the table in sight of the class. "Tell me what there is on the table." "Tell me what there is on the stove; on the chair; in the yard." Write the sentences as they are given.

There is a box on the table now.

There is a pan on the stove.

There is a new book on the table.

There is a cat on the chair.

There is a knife on the table.

There is a boy in the yard now.

If it had happened yesterday, how would I have written it?

There was a box on the table.

There was a pan on the stove.

There was a new book on the table.

There was a cat on the chair.

There was a knife on the table.

There was a boy in the yard.

Have these sentences copied, and later dictate them to the class.

2. Have these questions answered orally, then written:

What is there on the board?

What was there on the table yesterday?

What is there on the table?

What was there in the yard yesterday?

What is there on the chair?

What was there on the street yesterday?

What is there on the stove?

What was there on the desk Monday?

What is there under the stove?

What was there in the office this morning?

3. Write four sentences beginning with *there is*. Write four beginning with *there was*.

SINGULAR AND PLURAL.

1. Draw on the board the picture of a top, a hat, an apple, a bird, a turtle, a tree, a book, etc. On another part of the board draw two, three, or four of the same objects. The children may then tell what was drawn on the front board, and also how many and what were drawn on the side board. Have them enunciate very clearly the "s" in the plural. Then have them give sentences telling something about one top, about two tops, etc.

2. Have a number of objects in a box. The children come and take from the box all they can find of any one thing, saying very clearly, "I took three books," "I took three pencils," etc. Use this to review the verbs; as, "I found two pencils," "You gave me a pen," "I brought you a book," "We sang one song to-day," "There are three marbles in my pocket," "There were," etc.

3. To teach the children some of the harder plurals, say, "How many would like to know what is in this box? You may find out, and tell the class." Insist on having them use the word *box* in their answers. Have a number of little boxes in one big one. "You may tell me how many little boxes there are in this big box. Count the big boxes in the cabinet. How many are there? How many boxes are on my desk? How many boxes

have you at home? You may take out your pencil-boxes. How many in the first row? The second row? How many in the room?"

"What does the storekeeper keep in boxes?"

"What do we keep in boxes? How many boxes on the nature-study shelf?"

"Draw one box on the board. Draw two boxes. How many are one box and two boxes?"

4. Take up *man* and *men* in the same way, drawing one man walking, jumping, running, singing, creeping, etc. The children give sentences telling what the man is doing. Then draw one more man. "There are two men now. Tell me what the two men are doing. How many men come to visit you every day? How many men does it take to run a street car? Let us count to see how many hands the two men have. How many feet? How many eyes? How many ears? Noses?" Insist on their using *men* in the answer.

5. Have some pictures. The children give sentences about the men in the pictures and what they are doing.

6. Have them take their readers, and find out how many pictures of men there are on a certain page, what they are doing, etc.

7. In the same way teach the plurals of *tooth*, *foot*, *mouse*, *leaf*, *child*, *fish*. This they learn from the fish in their aquarium, kept in the room all the time.

8. DEVICE FOR REVIEW.—Keep drawn on the board permanently the picture of a man, tooth, foot, mouse, leaf, and child, and in another place two or three of each. The children give in concert each day for a time: "I see one man," "I see one foot," etc. They also turn to the other board and say, "I see two men," "I see two feet," etc. Call on them individually for the same thing. Have them make up sentences about the pictures.

Second Time Over.

By this time the children can give orally the plurals of all the common nouns in their vocabulary and write the singular number.

1. Put on the board this list:

A fish.	A horse.	A boy.
A dog.	A frog.	A man.
A cat.	A child.	A leaf.

Have the children tell something each one of these does. As they give the words, fill in the sentences. They then tell what all fish do. These write also and at their dictation, having them enunciate clearly the "s," if it is present. Have them copy both sets; as,

A fish swims.	All fish swim.
A dog barks.	All dogs bark.
A cat mews, etc.	All cats mew, etc.

2. Have another exercise like the first, reviewing many familiar names and adding *mouse*, *tooth*, *foot*.

3. Write on the board all the singular nouns so far studied: call on them for the plurals, write them opposite, and have the class pronounce and copy.

4. Dictate the following sentences:

There are two men on the street.
I keep my teeth well brushed.
My feet are not muddy to-day.
The children are playing in the yard.
There are four deer by the river.
I hear some mice making a hole.
He knows where to catch some fish.

The women aren't buying any new hats.
Five fish are in the jar.
The leaves fall from the trees.
I caught two mice in a trap.
They have four boxes of marbles in their rooms.

5. Write on the board, *men, women, teeth, feet, children, boxes, fish, leaves, mice*, and have the children make up sentences, first orally, then in writing.

6. Dictate the words of exercise 5 meaning one, and have the children write the word meaning more than one.

7. Take as a spelling lesson the following words: *babies, ladies, flies, knives, loaves, wolves, calves*.

8. Write the list on the board, have the words pronounced clearly, and oral sentences given about each word. Write these sentences on the board, and have them copied:

There are many babies on our street.
The ladies went to tea this afternoon.
Frogs like to eat flies.
Boys make boats with their knives.

I bought two loaves of bread for my mother.
The wolves ate the sheep.
I see a picture of two little calves.

9. Dictate the sentences in exercise 8.

10. Pass out to the class some small pictures of one or many of various animals and objects. Have the children pass to the board, and write a "there is" or "there are" story about the picture, and tell also what the object was good for and what it could do. Have these sentences read in turn.

11. Have them change these sentences to mean more than one, first orally, then in writing:

I have a baby at home.
My pencil is in my desk.
The calf played in the field.
We ate a loaf of bread for breakfast.
I saw a lady to-day.
The frog ate a fly.
The man rode to town.

The child broke a slate.
The fish is in the jar.
I lost a tooth to-day.
We drew a leaf to-day.
The man hurt his foot.
The wolf broke into the yard.
I caught a mouse in the trap.

QUESTIONS.

Tell the children the story of "The Sheep and the Pig" (Sara E. Wiltzie: Folklore Stories and Proverbs, page 32). Have the children act it out. After each speaking part has been taken, those left are moss or pegs. Be careful that the questions are clearly asked.

Give the story of "The Little Red Hen and the Grain of Wheat," in dialogue form; it can easily be acted out. Also other stories, such as: "The Three Bears," etc.; "Henny Penny" (Sara E. Wiltzie: Folklore Stories and Proverbs, pages 1-18). For "Little Red Hen," see under "Did," First Grade, page 12.

Second Time Over.

1. Tell three children to get something in their hands, not to let any one see it, and come to the front of the room. "Now, you tell me when I guess what it is. Gaspar, is it a pencil? Is it some chalk? Is it candy? Is it a pencil?" "Yes." "I guessed it. Now, May, is it your cap? Is it a box? Is it a flower?" "Yes." "Now, Louis, is it a knife? Is it a nut? Is it a pen-wiper?" "Yes." "Now the children may guess what I have. The question that brings 'yes' will be written on the board." The following are the questions. Make the question mark with colored crayon:

Is it a flower?	Is it colored crayon?	Is it a nut?
Is it your handkerchief?	Is it a bottle?	Is it a blotter?
Is it candy?	Is it an apple?	Is it a pen?

Have these sentences copied.

2. The next day take questions beginning with "can it." "Have you a pet at home, Walter? I am going to guess what it is. Can it run? Can it bark? Then it is a dog."

"Have you a pet, Edith? Can it sing? Can it purr? Then it is a cat. Now, I have a pet at home. Guess what it is."

Ask questions beginning with "can it." Put all the questions on the board. It helps the children in asking. Have the following copied:

Can it jump?	Can it bite?	Can it eat?	Can it run?	Can it fight?
Can it sing?	Can it hop?	Can it talk?	Can it bark?	Can it run up a tree?

3. Now take "has it" questions. Have a number of pictures. Let Helen choose one, then ask, "Has it four legs? Has it two horns? Has it wool on its back? Then it is a sheep. Now, I have one, and you may guess. The one who guesses may have the picture. We will write on the board the question that makes you think what it is."

Have the children copy these:

Has it fur on its back?	Has it horns?	Has it two legs?	Has it long hind legs?
Has it long ears?	Has it a trunk?	Has it long hair?	Has it any legs?
Has it feathers?	Has it a long neck?		

4. Follow these by questions beginning with "are they." Hold a picture in your hand so that the children can not see. "You may guess what the children are doing." Copy these sentences:

Are they playing ball?	Are they walking along?
Are they running?	Are they sitting under a tree?

Then take other pictures, make a list of ten sentences, write them on the board, and have them copied by the children.

5. By this time the children should have an idea of what questions are.

Take a picture. "What is the little girl doing? Where is she going? What is her name? Now you may ask me anything you wish about this new picture. I will answer your questions." Write ten of the best questions on the board, and have them copied.

6. Write on the board:

Are you a good boy?	Will you lend me your book?	Have you a pencil?
---------------------	-----------------------------	--------------------

What do we call these sentences? How do they end? Take out your readers, and read a question. How does it end? Copy all the questions on page 3. First Reader.

7. Read the story on page 76. Ask six questions about the story.

8. Dictate the following questions:

What is the boy doing?

Where are you going?

Has the boy a whip?

What does the cat do?

Who has seen my dog?

Can you write well?

Does the fish come to the top to breathe?

Are you having a good time?

Is she going home?

How do you spell your name?

9. Have the children ask two questions they would like to have answered, about: the silkworms; the tent caterpillars; the oak galls; the polliwogs; the frogs; the sprouting seeds.

10. Put up a large picture before the class, and tell the children to write five questions about it.

11. Divide the class into two parts. Send one half to the board to write questions; the other half to answer them. The first sentence completed is to be answered by the one who sees it. If any one makes a mistake, the one who discovers it takes his place.

12. Have the following story reproduced orally:

Once there was a little boy named Tom. He had a dog, Carlo. Tom and Carlo were very good friends. One day mama left them out in the garden playing. Soon she came out and called, "Tom," as loud as she could. But Tom did not answer. Then she heard Carlo barking. She ran as fast as she could to the spot. What do you think she saw? There on the grass lay Tom, all wet and cold. He had slipped and fallen into the water. How do you think he got out?

13. If the children do not have the idea of a question by this time, follow this series with some lesson on "did he," etc.

14. Have a picture of a little boy with a small bucket and a spade. Say to the class, "What do you think this little boy did? If you ask me, I will tell you when you are right." Put the questions on the board and have them copied.

15. After such subjects as "I have no," "I haven't any," "isn't," "are not," "there is," "are," "was," "were," etc., take up, as an extra time over, the same thing, only in question form, using the same exercises as under "Questions."

16. If some children are careless about putting in the question marks—and by careless I mean that they know when to put in the marks and where, if their attention is called to it—write a story on the board, leaving out the periods and question marks. The children copy, putting in the proper marks. A hectograph copy for each child is better. This is not a means of teaching, but a cure for careless work.

"Big Spider and Little Spider" (Sara E. Wiltsie: Folklore Stories and Proverbs, page 11) is a good story for this purpose.

17. The story of "The Ugly Duckling" contains some good questions.

May I.

1. Select a child for teacher and have her take the teacher's chair. The children are to ask questions. Whisper to each child a question, then have the pupil-teacher call upon the children individually. Such questions as the following are good ones:

May I close the window?

May I leave the room?

May I ask John for a pencil?

May I go to the stove?

May I look at the silkworms?

May I put this into the waste basket?

May I write on the board?

May I clean the erasers?

2. Have the children think of something they can do and would like to do. Ask permission to do it.

3. Make these sentences complete:

go to the park?

look at the picture?

take care of the baby?

sing a song?

draw a picture?

read a story?

do the next example?

go home?

speak to May?

get a drink of water?

4. Have a list of questions on the board. With the help of the children select the beginning word of the question, and make a list of these words on the board. Erase the question; then have the children make their own, using as the first word, one of the words on the board.

Did you go to the city?

Are you warm?

Were you at the park?

Is Edith going home?

Where are you going?

Did you feel the earthquake?

Have you a dog?

Can you jump the rope?

Does he live here?

Why did you run too far?

Can you hear the watch tick?

What did the bear tell you?

Why did you not go?

May I be monitor for my row?

Who will do this?

Do you like to spell?

Has he a new knife?

Do you like to buy candy?

Have you a piece of meat?

Where did they put their books?

THE THREE BUTTERFLIES.

Three butterflies were caught in a shower of rain. One was white, one was yellow, and one was brown. They were far from home. They did not know what to do.

They saw a white tulip and flew to her. "Please may we come into your house?" they called. "Only the white butterfly may come in," said the tulip. "Her wings are the color of my house." "If you will not take my friends, I shall not come in," said the white butterfly.

They flew to a yellow tulip. "Please may we come into your house until the rain is over?" they asked. "Only the yellow butterfly may come in," said the tulip. "Her wings are the color of my house." "If you will not take my friends, I shall not come in," said the yellow butterfly.

They flew to a brown tulip. "Please may we come into your house until the rain is over?" they asked. "The brown butterfly may come in," said the tulip. "Her wings are the color of my house." "If you will not take my friends, I shall not come in," said the brown butterfly.

Just then they heard the elm tree call to them. She said, "Come to my branches until the rain is over." So the three butterflies went in out of the rain.

TWO.

1. Have on the desk two boxes, two pieces of chalk, two erasers, two pens, pencils, cups, books, etc. Call on the children to give sentences telling how many there are.

2. Write for them on the board three of the sentences, underlining *two*:

There are two pens on the desk. There are two pencils on the desk. There are two erasers on the desk.

3. Send them to the board to write two sentences, each telling about two objects on the desk.

4. Have one child make up a sentence using *two*, and another write it on the board.

5. Perform several acts, having the children write on the board what was done; as, "You put two books on the desk. You took two pencils from the table."

6. Dictate:

Two pens are in my desk.
Two girls came here last night.
There are two frogs in our cage.
I have two hands.
I have two apples for lunch.
Mama gave me two ribbons.

There are two windows in my room.
The boys brought two worms for the water-dog.
I have read two books.
The boy missed two words.

7. Have the children write a list telling about everything of the body that there are two of; as, two eyes. Have them write sentences telling all the things at home that there are two of; as, "There are two beds in my room," etc.

PRESENT TENSE.

1. Write on the board the word *dog*. Tell the children that you will make a list of all the things a dog does, and then as they name the various actions write them down in this way:

A dog	{	jumps.
		barks.
		howls.
		eats.
		drinks.
		runs.
		wags his tail.
		lies down.
		chases cats.
		hunts rabbits.

After this, write down in another place *All dogs*. Then have the children go over the list and see what changes must be made. The new list will look like this:

All dogs	{	jump.
		bark.
		howl.
		eat.
		drink.
		run.
		wag their tails.
		lie down.
		chase cats.
		hunt rabbits.

Have the children read the sentences aloud, pronouncing clearly the *s* in *jumps*, *barks*, etc., and in the plural form the *s* in *dogs*.

2. Give the children such groups as, *A horse, a cow, a baby, a man*; then *Many horses, all cows, all babies, many men, some men, a few horses*, etc., and have them make out the lists.

3. Write these sentences on the board. Have the children rewrite them so they will mean many instead of one. Give as a spelling lesson those words that change *y* to *i* for the singular form, as *flies*, *cries*; and those that add *es*, as *catches*, *goes*, *does*.

The boy sees the dog.
He goes to school every day.
The cow eats hay.
She brings the book.
The baby comes slowly.
The dog catches the ball.
He throws the ball swiftly.
She does the work well.
He gives me part of the apple.

The apple grows on the tree.
The little girl sits near me.
She jumps rope every morning.
The cat plays chase the string.
The tired horse lies down in the street.
Mama makes bread.
The boy flies a kite in the field.
He loses the game without crying.
The baby cries for food.

4. "Does not" and "do not" are so frequently used incorrectly that it is well to give them special attention here.

Read aloud these incomplete sentences and fill the blanks to complete them. Copy, and study for dictation:

I do not _____.
You do not _____.
He does not _____.
She does not _____.
The boy does not _____.
We do not _____.
Girls do not _____.
They do not _____.

Does he _____?
Does she _____?
Do they _____?
Do many children _____?
Do the stars _____?
Does the fox _____?
Do the cats _____?

5. Select words from this list and fill in the blanks. Have this work oral at first, so the children will become accustomed to the sound. After the children have copied the sentences, filling in the blanks, call on them to read their sentences aloud:

He	They	The sun	We	Papa	Mice
She	The man	Children	It	The hen	Men
I	The boy	Kittens	Baby	You	Dog

_____ doesn't like to run.
_____ do not wish to go.
_____ do not come out in the day time.
_____ do not play in school.
_____ does not lay eggs every day.
_____ does not work in the city.
_____ does not smell sweet.
_____ do not row well.
_____ does not shine every day.
Does the _____ bark?
Don't _____ play nicely?

this that these those

1. Review the lessons on this, these, that, those in the First Grade work.
2. The teacher may say, I am thinking of something on this table. The children may then ask questions such as, Is it that book? Is it that cup?

etc., or as his name is called he may come up and picking up the object say, Is it this book? Is it this pencil?

The next exercise would be for the teacher to announce that she is thinking of two pencils in the room. As the child is called upon, he picks up two pencils and asks, Is it these two pencils? Or, he may point to two and ask, Is it those two pencils?

Have the children write some words on the board and have a child guess what words John wrote. The child should ask, Did John write those words, or these words, according to whether he can touch the words or merely point to them.

3. Have the children use this, that, these, or those in the following sentences:

1. ——— boy is very tall.
2. ——— flowers are very pretty.
3. I can not reach ——— boxes.
4. ——— pen on my desk is new.
5. ——— dolls in the new store are pretty.
6. Will you bring me ——— pencils?
7. ——— books in my hand are for you.
8. ——— top in the yard is broken.
9. ——— cup on the table is mine.
10. What shall I do with ——— boxes?
11. He doesn't know where to put ——— picture.
12. ——— things in my desk are too small.

Paragraphs for Dictation.

There are some squirrels. Don't they run fast? Aren't their tails long? I'm not afraid of them. These squirrels are very tame.

There were some poppies on the hill. May I find them? Those are very large. I'm going to bring these home.

Isn't James at home? I wasn't at school, either. Perhaps he doesn't live here now. Yes, there are his cat and dog. May I speak to him when I see him?

Aren't the birds singing sweetly? I'm going to open the window to listen. Isn't that little one pretty? Wasn't it the one that ate the crumbs?

Isn't the weather lovely? I'm going out for a walk. Aren't you coming with me? I'm so sorry.

Jack said there were some boys in our yard. They were not good boys. I don't like to play with them.

Aren't you going to play ball to-day? I'm going to do it. There are some other boys going with me.

Doesn't Fannie draw prettily? She made these flowers. Her sister drew those poppies. I'm trying to draw, too.

May I go out to play? There are some girls waiting for me. I'm tired of being in the house. I couldn't go out yesterday. It was too cold.

THIRD GRADE.

DAILY DRILLS.

While this Bulletin contains much material worked out at length, the author feels that a few drills given daily will help more toward acquiring correct forms than the study of too many details. These exercises should be given every day. In a country school they may be given to all the classes at once. The teacher gives the incorrect form, the children responding in concert with the correct form. After they have become fairly proficient, vary the exercise by having the children respond individually. Sides may be arranged and the sentences responded to, first by one side and then by the other.

The second exercise consists in answering the questions correctly. As soon as the children have learned to do independent work, the questions may be written on the board and answered in writing. The responses in the first exercise may also be given in writing if the teacher has the time.

DAILY DRILLS—THIRD GRADE.

Teacher.

I seen a man.
He eat some candy.
I come to school yesterday.
She drunk a glass of water.
I done my lessons.
I ain't got no chalk.
I ain't doing nothing.
It is me.
It was them.
It was him.
It was her.
There is two books on the desk.
There was two apples on the table.
I have saw a man.
They haven't came yet.
I have rode to school every day.
They have went away.
I have drank some milk.
He rung the bell.
I loaned my pencil.
Can he come to see me?
Can I write on the board?
She learned me to spell.
Tom learned his dog to sit up.
The lady set down to rest.
I laid down yesterday.
You must not lay on the wet grass.

Pupil.

I saw a man.
He ate some candy.
I came to school yesterday.
She drank a glass of water.
I did my lessons.
I have no chalk.
I'm not doing anything.
It is I.
It was they.
It was he.
It was she.
There are two books on the desk.
There were two apples on the table.
I have seen a man.
They haven't come yet.
I have ridden to school every day.
They have gone away.
I have drunk some milk.
He rang the bell.
I lent my pencil.
May he come to see me?
May I write on the board?
She taught me to spell.
Tom taught his dog to sit up.
The lady sat down to rest.
I lay down yesterday.
You must not lie on the wet grass.

Teacher.

What did you see this morning?
 What did you eat for breakfast?
 Did you come to school yesterday?
 What did you drink this morning?
 Did you do your work?
 Who is knocking at the door?
 Who took my book?
 Who was talking?
 What are there on the desk?
 Were there two apples on the table?
 What have you seen to-day?
 Have they gone away?
 Did he ring the bell?
 Who lent me this pencil?
 Does John sit in this seat?
 Who sat next to you?
 Who taught you to spell?
 Did you lie on the wet grass?
 Did you lie down yesterday?
 Ain't.

Pupil.

I saw a horse this morning.
 I ate some mush for breakfast.
 Yes, I came to school yesterday.
 I drank some milk this morning.
 Yes, I did my work.
 It is they.
 It was he.
 I.
 There are two books on the desk.
 There were two apples on the table.
 I have seen a horse to-day.
 Yes, they have gone away.
 Yes, he rang the bell.
 I lent you that pencil.
 John sits in this seat.
 Tom sat next to me.
 My teacher taught me to spell.
 I didn't lie on the wet grass.
 I lay down yesterday.
 There is no such word.

VERBS. (Third Time Over.)

1. Write on the board each day a list of ten verbs. Call upon the children for the "yesterday form"; write it opposite; call for sentences using each word, then erase the past tense. Send the class to the board, give out the present tense, and have the children write the past tense.

see	throw	play	drive	fly	break	sell	lie
go	do	are	drink	tell	ride	swim	lend
eat	give	lay	write	take	speak	sing	teach
bring	grow	make	run	say	begin	lose	borrow
come	sit	open	draw	win	build	learn	is
catch	jump	think	fall	know	fight	set	play

2. Write on the board these sentences, and have the children read them, changing them to past time. (Gradually drop the term "yesterday form," and use past tense, with no explanation.) Copy each sentence, rewriting on next line to show past time:

I see a man walking on the street.
 I eat mush and milk for breakfast.
 I catch frogs in the pond.
 The flowers grow in the garden.
 The boys come to school early.
 I throw the ball very high.
 I do my work well.
 I go to school with my brother.
 I bring my sister with me to school.
 She gives me flowers.
 The cow drinks water from the brook.
 I write my lesson well.
 He runs very fast.
 The girl draws pictures on the board.
 The baby falls down.
 The bird flies fast.
 She tells me how to do it.
 The girl takes her boots home.
 She says her piece well.
 He wins every game.
 Tom knows his lesson.
 The little girl breaks her dishes.
 Ned rides a pony.
 He speaks without permission.

We begin early in the morning.
 The boys build a fort of sand.
 The boy fights for his sister.
 Grocers sell tea.
 The frog swims in the pond.
 I lose my place in the reading class.
 He learns quickly.
 The teacher set the vase on her desk.
 He lends his knife to his sister.
 She teaches the baby to walk.
 He borrows my knife.
 The girl is in school.
 She feeds her bird seeds.
 We play school at recess.
 The girl sits next to me in school.
 Frogs jump very far.
 We play tag in the yard.
 We are good boys.
 He lays his papers away neatly.
 We make our figures well.
 The teacher opens the window at recess.
 He thinks well of me.
 He drives a horse.

3. Put on the board the beginning of sentences, having the children fill them out orally and in writing:

I drove.	She drove.	We drove.	Papa drove.
You drove.	He drove.	You, they, drove.	My brother drove.

The children fill out the sentences by saying, "I drove to town yesterday," "You drove to town," etc.

For Copy and Dictation.

Mary had a pony. She drove him to school. Two little girls rode with her. The dog followed them to school. Mary made the dog go home.

I went to school early yesterday. My brother was late. We learned two new songs. We played ball at recess. I threw the ball over the fence. A boy ran and got it. He gave it to me.

Two boys went fishing. They caught some fish. They saw two frogs. The frogs jumped into the water. They swam away out of sight. The boys carried the fish home.

Alice went to the store. She bought some seed for her bird. She ran home. The bird saw Alice coming. He began to sing. She fed him the seed. He liked the seed very much.

Hiawatha was an Indian boy. He lived in the forest. He loved the animals. He talked to the birds. He learned their language. The animals taught him many things.

One day a little dog came to my house. I gave him two bones. He drank some water. He stayed for a long time. He grew to be a big dog.

The children went to the beach. They built forts in the sand. They saw two ships on the ocean. They threw rocks into the water. They found two pretty shells.

TWO.

1. Use the sentences in exercise 6 in the Second Grade work. Call on a child to read a sentence, then have him say: "*T—w—o, two*, because it is the number *two*."

2. Dictate:

I walked two miles.	Ned flew two kites.
There are two birds in the tree.	I saw two frogs.
I have two apples.	Mary ate two pieces of bread.
Two boys ran a race.	Tom caught two fish.
Fred gave me two oranges.	We borrowed two pencils.

3. Write sentences using *two* before each of the following:

oranges	girls	kittens
dolls	cats	dogs
boys	apples	ladies

4. Look at the pictures in "English Lessons, Book One." Write sentences about these pictures, using *two*; as, "The little girl has two dogs." (Page 46.)

5. Sentences for copy and dictation:

There are two boys in the yard.	I have lost my two new books.
Did you meet those two girls?	Where have those two boys gone?
I know those two songs.	Two of the girls spoke pieces.
He bought two pair of shoes.	I rode two miles last week.
Will you buy these two flowers?	He sold us two boxes of pears.
Here are their two hats.	The sum of two and two is four.

I have two friends who live in the country. Their home is two miles from the station. Last summer I went there for two weeks. They had two horses. We drove them to town every day. When I left they asked me to come again and bring my two brothers with me.

One day two little boys ran away. They walked two miles. Soon they came to a forest. In the forest was a lake. The two boys fished in the lake. Harry caught two fish. Will didn't catch any. At two o'clock they went home. It took them two hours to walk back.

CAPITALS.

1. Ask the children for the names of people they know or have heard of. Write these in a column on the board. Get such names as Mary, Frank, Charlie, Roosevelt, Washington, and McKinley. Ask how all the names are alike. Notice the capital for each word. At the top of the column write *people*.

Then ask for the names of places. This is the list:

San Francisco	California	Oakland	Clutes
San Francisco Bay	Cliff House	Alameda	Berkeley

Make these into sentences, with the help of the children; write them on the board, and have the children copy them.

Mary is a little girl.	We cross San Francisco Bay to reach
Frank goes to school.	Oakland and Alameda.
Charlie is my brother.	There are seals at the Clutes and the
Taft is the President of the United	Cliff House.
States.	There are many flowers in Golden Gate
San Francisco is the largest city in	Park.
California.	

2. Study these words at a regular spelling lesson. After they are mastered, the sentences of the first lesson may be dictated to the class.

3. Ask the children to tell what street they live on. Tell the name of a long street in San Francisco. These may be written in a column, then sentences given about each. Copy:

John lives on Sacramento street.	Market street is a very long street.
There is a car line on California street.	Jackson street is very steep.

Give these as spelling words, until they are mastered, then dictate the sentences.

4. Have these questions answered in full sentences:

Who is governor of California?	What school do you attend?
What is the largest city in California?	On what street is it?
On what bay do you ride from the ferry?	Write the names of four streets in San
At what places do you like to spend the	Francisco.
day?	

5. Make a good sentence about San Francisco; California; Washington; Roosevelt; Sacramento street; Jackson street; Cliff House; Golden Gate Park; Oakland.

6. Ask the children the day of the week; write it on the board, and have them tell the day before, writing it above, and the next day, writing it after. In the same way get all the days of the week in their order. Then ask the children to think of something they have done, and the day of the week on which they did it. Write these sentences on the board, and have the children copy:

I played store Monday.	We had vacation Friday.
Mary and I went down street Tuesday.	We played baseball at Golden Gate
Mama bought me some candy Wednesday.	Park Saturday.
I rode to Golden Gate Park Thursday.	I went to church Sunday.

7. Use the words in spelling until they are learned, then dictate the sentences in exercise 7.

8. Sentences for copy and dictation:

The Chutes and Cliff House are in San Francisco.
John went to Berkeley last Saturday.
I am going to Golden Gate Park next Saturday.
Did you go to Alameda last Wednesday with those two girls?
Oakland, Alameda, and Berkeley are across San Francisco Bay.
California is the State in which we live.
I know two girls who live on Sacramento street.
May I go to the Cliff House with Mary next Sunday?
Frank and Grace aren't going with us next Thursday.
Isn't Frank going to Alameda Friday with our two cousins?

9. Tell these stories to the children for reproduction:

Mary Gray is a little girl who lives in Oakland. She has a cousin named Charlie, who lives in San Francisco, near the Chutes. One day Mary came to make Charlie a visit. They went to Golden Gate Park in the afternoon. They sat on the soft, green grass. They ran races. They watched the squirrels hiding nuts and the monkeys playing in the swings.

The next day Charlie's mama took them to the Cliff House. Charlie had a dog named Carlo. They took Carlo with them. They had great fun running over the sand. But Charlie ran too near the water, and fell in. Carlo pulled him out, and carried him up on the sand. They called Carlo a hero. The next day Mary crossed the San Francisco Bay to Oakland.

Joe was a little boy who lived on Sacramento street. There was to be a circus in San Francisco, and Joe wanted to go. The parade was to be along Market street, on Saturday morning. Joe was very happy, for he did not have to go to school that day. Early in the morning he walked down Powell street, and found a good place on the corner. Before long the parade came by, and Joe followed it to the tents. He wanted to go in, but he did not have enough money. A workman saw him, and said, "I need a boy to help me water the elephants. I will give you a ticket if you will do it." Joe was glad to do it, and worked hard. Then the man gave him a ticket. He had a fine time, and told his mother all about it.

For copy and dictation:

Grace lives in San Francisco. Her home is near Golden Gate Park. Last Saturday she went to Berkeley to visit her cousin, Helen. Sunday the two girls rode to Oakland. Next week Helen will visit Grace. They will go to the Chutes and also to the Cliff House.

Last Saturday we left San Francisco early in the morning to take a trip around San Francisco Bay. We visited Oakland and Alameda. Then we went to Berkeley and ate our lunch there. In the afternoon we returned to San Francisco. We took a drive through Golden Gate Park to the Cliff House.

CAPITALS FOR HOLIDAYS.

1. Get the names of the holidays from the children. Make a list on the board. Call attention to the capital letters. Teach the words as if it were a spelling lesson. When the children can write them in a list from dictation, have sentences made, write them on the board, and have them copied.

2. Use the following sentences for copy and study, then for dictation:

Did you have a good time Fourth of July?
We will have a picnic May Day.
Did you see the parade Labor Day?
Admission Day is a holiday.
We sang many songs Washington's Birthday.
We took flowers to the soldiers' graves Decoration Day.
Christmas is the happiest day of the year.
New Year's Day is the first day of the year.
We eat turkey for dinner Thanksgiving Day.

3. Write the name of the holiday in January, in February, in May, in July, in November, in December. What two holidays come in September? Make a sentence about each holiday.

4. Sentences for copy and dictation:

We crossed San Francisco Bay Admission Day.
Charles went to Alameda Washington's Birthday.
Last year New Year's Day came on Wednesday.
I'm going to Golden Gate Park Decoration Day.
We went to Berkeley Thanksgiving Day.
Will Christmas come on Saturday?
My two sisters are going to the Cliff House Labor Day.
Isn't May Day a holiday?
Did he walk two miles Fourth of July?

Fourth of July Alice went to visit her grandma. She wasn't home. Alice then took a walk in the pretty garden. There were all kinds of flowers there. She rested for a short time, lying on the grass. Then her grandma returned. Alice ran to meet her. She gave her grandma the flowers which she had picked. Alice stayed until Admission Day. Then she went home.

John lived in the country. He went to the country school. Sometimes if he wasn't too tired he would walk to school. More often he rode. When Christmas Day came the country was covered with snow. School was now closed. When May Day came the school had its picnic. They went for a long ride in a hay wagon. John always looked for Admission Day and Labor Day to come. On these two days his father would take him hunting.

MONTHS OF THE YEAR.

1. The months of the year are taught in exactly the same way as the days of the week, except that the sentences tell the holidays which come in the different months; as.

New Year's Day is in January.	There is no holiday in August.
Washington's Birthday is in February.	Admission Day and Labor Day come in
Mary's birthday is in March.	September.
John's birthday is in April.	October has thirty-one days.
May Day is the first day of May.	Thanksgiving Day comes in November.
June is a sunny month.	Christmas is in December.
Fourth of July is a noisy day.	

2. Have them copy, and then take from dictation, the rhyme:

Thirty days hath September,
April, June, and November.
All the rest have thirty-one,
Save February, which alone
Hath twenty-eight, and one day more
We add to it one year in four.

3. Have the pupils copy the following sentences, filling in the blanks:

—— is the first month of the year.	Decoration Day is in the month of ——.
Washington's Birthday is in ——.	Santa Claus comes in ——.
The roses bloom in ——.	School begins in ——.
Thanksgiving comes in the month of ——.	My birthday is in ——.

4. Have the pupils tell you the names of the summer months, the winter months, the rainy months, the warmest month, etc., then have them written in sentence form; as, "June, July, and August are the summer months."

5. Write in sentences the names of the months in which the birthdays of your family occur.

6. Sentences for copy and dictation :

John came to San Francisco in August.
Did those two girls go to Berkeley last October?
I'm not going to Alameda until April.
Mary and Jane came to California in September.
December is the last month of the year.
We do not come to school in July.
May we go to Oakland next January?

7. Write in sentences the months in which these holidays occur :

Washington's Birthday	Labor Day	Thanksgiving Day
Decoration Day	Lincoln's Birthday	St. Patrick's Day
St. Valentine's Day	Easter Sunday	
Fourth of July.	Admission Day	

8. Dictate the sentences in exercise 1.

Devices for Review.

Months of the Year. Days of the Week. Holidays.

1. Have the children write: (1) The months of the year in order. (2) The days of the week in order. (3) The names of the holidays as they come in the months. (4) Ten sentences using in each the name of one holiday and a month of the year. (5) Five sentences using in each the name of a day of the week and a holiday.

2. Have the following sentences copied and studied, then use them for dictation :

Christmas comes in December.	We went away Admission Day.
The last Thursday in November is Thanksgiving Day.	They left the city May Day.
We are glad when Washington's Birthday comes on Friday.	The flowers were beautiful Easter Sunday.
The girls will stay with us Monday and Tuesday.	Wednesday is a busy day.
	The winter months are December, January, and February.
	There is no school Saturday.

Past Tense of Verbs. Capitals.

3. Put on the board the past tense of the verbs in the list on page 45. Have the children write sentences using the names of three people they know, the names of three streets, the names of four places they have been, and all the words in the list; as,

Mary saw a squirrel yesterday.	The boy threw a ball on Main street.
--------------------------------	--------------------------------------

4. Dictate :

Mary went to school.	George Washington fought many battles.
Charlie ate his lunch at the park.	He rode his horse Tuesday.
He gave us a trip across San Francisco Bay.	Frank sold his horse last February.
She did her work in Oakland.	He swam in the ocean in July.
In Alameda many flowers grew.	The children sang at the May festival.
Mary threw the ball to John.	Their house was built in January.
On Monday our cat caught a mouse.	We began geography on Wednesday.
I knew many people in Sacramento.	The last week in June we spoke our pieces.
The boy broke his arm in October.	

5. Write two sentences about President Taft, George Washington, and Walter Brown, using the past tense of the following verbs: *see, come, give, speak, fight, ride.*

6. Write sentences using the names of the months of the year and the past tense of the following verbs: *learn, arc, play, make, drive, run, win, fly, say, lend.*

Past Tense of Verbs. Capitals. Two.

7. Have the children study these sentences; then dictate them:

Were there not two boys in the yard Saturday?
Each child will bring two apples to school Wednesday.
We fed the birds seeds Saturday.
The boys planted two rows of seeds in April.
The farmer made his hay last June.
Apples are ripe in October.
He laid his two papers away Friday evening.
She came up Sacramento street to the schoolhouse.
We will try to go either Thursday or Saturday.

8. Sentences for copy and dictation:

I took my cousin to Alameda last New Year's Day.
John didn't know his lesson last Wednesday.
Did she cross San Francisco Bay Decoration Day?
There were many boys and girls in Golden Gate Park Washington's
Birthday.
May I go to Berkeley with Charles next Admission Day?
These two new books were bought in Oakland last Saturday.
Isn't your sister going to meet you in San Francisco?
There are some very pretty flowers to be found in California.
Charles crosses San Francisco Bay every Tuesday.
Doesn't he live in San Francisco, California?

DATES IN SENTENCES.

1. Ask a child to give in a sentence the exact date of his next birthday. Write the sentence on the board. Call attention to the capital letters, and the comma. It is better form not to abbreviate the names of the months. Many of the children will be anxious to give the dates of their birthdays, and some of them may be allowed to write them upon the board. If a selection is made, all the months may thus be reviewed. Have the children copy these sentences, and study them. They may then be used for dictation.

2. Use the following dates in sentences:

July 4, 1776.	February 22, 1906.	April 1, 1907.
December 25, 1907.	January 1, 1908.	September 9, 1906.
May 1, 1905.		

3. Use in sentences the dates of all the holidays you know.

4. Use in sentences the dates of the birthdays of the members of your family.

5. Call the attention of the children to the use of the commas in these sentences:

We will go Saturday, January 3, 1908.
Last Christmas came on Tuesday, December 25, 1906.
Our last vacation ended Sunday, April 7, 1907.

6. Have the children make up sentences using the name of day of the week and a date. If the year does not follow the month and day, the date should be written *January 3, December 25, April 7.* When the number of

the day of the month precedes the month it should appear as 3d January, 25th December, 7th April. When the year is given a comma only is used, as in the sentences above.

7. Use the following sentences for study and dictation :

We shall have no school Wednesday, June 8, 1907.
The people took their children away to the country August 8, 1906.
We hope Washington's Birthday will come Friday.
Our next holiday will be Decoration Day.
It comes Thursday, May 30, 1907.

8. Sentences for copy and dictation :

I'm going to Berkeley Tuesday, November 3.
He came to San Francisco Wednesday, January 25, 1909.
Admission Day will be Saturday, September 9.
Walter didn't come to school Thursday, August 10, 1908.
Does May Day come Friday, May 1.
May I go to Alameda Monday, April 23?
Last Thanksgiving Day came Thursday, November 28.
Mary and I are going to Golden Gate Park Sunday, July 18, 1909.
Our next holiday will be May Day, May 1, 1909.
New Year's Day comes the 1st of January.
We shall meet again at the Cliff House Friday, August 15.
My father will buy two lots in Berkeley next Monday, October 7.
Peace was declared Thursday, April 10, 1882.
Come to Alameda the 27th of May.
Did John cross San Francisco Bay the 23d of August?

Sunday, May 1, 1908, Mary and some friends went to the Cliff House on a picnic. It was May Day. Mary lived in Berkeley. She had to cross San Francisco Bay early in the morning. Her friends lived near Golden Gate Park. The children had such a good time. They would like to go on a picnic every holiday. Next Saturday will be Admission Day. Then they will go to the Chutes.

My name is Alice. I live in San Francisco. One day my mother and I went to Berkeley to see my brother. I played many games with two girls. We played rope. We rode on horseback for two miles. We picked flowers on the roadside. We came home very late. I came back to San Francisco Thursday, November 4. When I came home I went to Golden Gate Park. I saw many pretty birds there. I fed them some seed.

Bobbie came running home from school. He told his mama that school would close Friday, May 28, 1908. Bobbie lived in San Francisco on California street. He wanted to go to see Fred, who lives in Alameda. So Saturday, May 29, he crossed San Francisco Bay. Fred was very glad to see Bobbie. Sunday, May 31, was Decoration Day. The two boys took some flowers to the graves. Don't you think they were kind?

ABBREVIATIONS.

1. Put on the board the following sentences, omitting the parts in parentheses :

My father is called (<i>Mr.</i> Smith).	My sister is called (<i>Miss</i> Smith).
My mother is called (<i>Mrs.</i> Smith).	Our doctor is called (<i>Dr.</i> Jones).

Call on the children to finish out the sentence, and show them that *Mr.* is an abbreviation or short way of writing *Mister*. Tell them that it is always written with a capital letter and is followed by a period. In the same way discuss *Mrs.*, the abbreviation for *Misses* or *Mistress*, and *Dr.*, the abbreviation for *Doctor*. Let them see that *Miss* is so short that no abbreviation is necessary, so it is not followed by a period. Have them copy these sentences from the board substituting the names of their own families.

2. Copy the following sentences, putting in the proper marks:

Mrs Smith called to-day

Mr Smith went to town Wednesday

Miss Brown is our teacher

My mother visited Mrs Wade yesterday

Dr Jones went to see the sick lady

3. Sentences for copy and dictation:

Mr. Jones came to San Francisco Washington's Birthday.

We are going to Berkeley with Mrs. Smith Wednesday, February 23.

Did Dr. Brown go to Alameda Tuesday, September 4, 1908?

John and James went to Golden Gate Park Admission Day with Miss Green.

Dr. Black and Mr. Bell left California Friday, August 18.

May I go to Oakland with Mrs. Thompson Thursday, October 22, 1909.

Miss Myers, Mr. Wilson, and Mrs. Black came to our house last Decoration Day.

We crossed San Francisco Bay last Fourth of July with Mr. and Mrs. Roberts.

Their father came to our house last Wednesday with Mr. Jones.

Did you hear that Miss Bell has gone to Alameda?

Mr. Brown bought his two boys a coaster. They coasted down the Berkeley Hills.

Mrs. Brown told them not to go too fast. Miss Brown was watching them. She saw the coaster turn over and the two boys were thrown off. Charlie had broken his arm.

Mr. Brown took him at once to Dr. Smith in Oakland.

Last night there was a fire near our house. Mr. Jones owned the store. Mrs. Jones and her daughter were upstairs. Dr. Fisher thought his house would burn, too. The firemen saved it. They carried Mrs. and Miss Jones down a ladder. Don't you think they were brave?

CONTRACTIONS.

Review the work of the Second Grade in "Contractions." See page 32.

1. In the same way teach *can't, won't, wouldn't, didn't, haven't, hasn't, wasn't, doesn't, couldn't.*

2. Sentences for copy and dictation:

She can't come to school.

He hasn't any coat.

He won't run away.

They can't sing the song.

I wouldn't rob a nest.

They haven't come to town.

He didn't go to the concert.

3. Questions to be answered in the negative:

Can she sing?

Would you do it?

Will he play ball to-morrow?

Can he tie the horse?

Has she a new dress?

Can he climb a tree?

Can he do his examples?

Will he sell his pony?

Have they come home?

Have they many cows?

Did they tell you about it?

4. Sentences to be made with:

isn't

aren't

can't

I'm

didn't

hasn't

wouldn't

haven't

won't

5. Write the contractions for each of the following:

is not

are not

can not

could not

I am

did not

has not

would not

have not

will not

6. Change to contracted form the italicized words:

They *are not* working hard.

George Washington *would not* tell a lie.

Frogs *have not* any time to play.

She *could not* treat her badly.

The boys *will not* go away.

The birds *did not* have a nest.

She *has not* finished her lesson.

The children *are not* in school.

I *am not* willing to go.

The baby *is not* walking yet.

A tortoise *can not* learn to fly.

7. Sentences for copy, punctuation or dictation :

Mr. Smith didn't take his two boys to San Francisco Admission Day.
Won't you come to our party Thursday, November 7?
Why couldn't Miss Brown come here last Saturday?
John can't go to Berkeley with us next Wednesday, May 3.
Dr. Black wasn't at their house Labor Day, Monday, September 7, 1909.
They aren't going to be there Tuesday, August 1.
Mr. and Mrs. Wilson haven't been here since last Washington's Birthday.
Isn't he going to Golden Gate Park St. Valentine's Day?
Miss Black doesn't live in San Francisco.
Hasn't their brother been here since Lincoln's Birthday?

TOO.

1. "Tell me what Miss Lynch said about your singing this morning." Write the sentence on the board, "We sang too loudly this morning." "Now, I will tell you something else you did this morning. You sang too slowly. You talked too much." Write these on the board, underlining *too*. Make sentences, using these words:

too hard	too far	too old	too slowly	too deep
too long	too easy	too low	too softly	too noisy
too much	too high	too dear	too quickly	too small

2. Copy, underlining *too*:

We worked too hard.	He jumped too high.	He walked too slowly.
We played too long.	He was too old to work.	He sang too softly.
We ran too much.	The fence is too low.	He thought too quickly.
We walked too far.	He paid too dear for the	The water was too deep.
The work was too easy.	whistle.	The boys were too noisy.

3. Have them make sentences, using *too* before each of the following words:

fast	well	hard	long	near	far
young	much	many	small	large	broad

4. Dictate ten sentences from exercise 1.

5. Have them answer these questions, using *too* in the answer:

Why did the tortoise win the race?	Why do you not go home for your lunch?
Why didn't Goldilocks eat papa bear's mush?	Why didn't the boy do his examples this morning?
Why didn't she sit in papa bear's chair?	Why couldn't the fox get the grapes?
Why didn't she lie in mama bear's bed?	Why was the boy drowned in the river?
Why couldn't the fox get out of the well?	Why didn't the girl come to school yesterday?

6. Write ten sentences containing *too*. Have some of the sentences read aloud.

THE WOODPECKER.

There was an old woman who lived on a hill. She always wore a black dress, white apron, and a red cap. She lived all alone.

One morning she was making cakes. An old man came to the door. He asked her for a cake to eat. He had no money, but he said, "You may have whatever you wish for."

The old lady looked at her cakes. She thought them too large to give away. So she made a smaller one. When this was done she thought it too large, also. So she baked another one. The last was only as big as a pinhead, but even that looked too nice. She would not give it to him. She gave him a dry crust instead.

When the poor old man had gone she felt sorry. She knew that she had done wrong. She said to herself, "I wish I were a bird so I could give him the largest cake." Soon she felt herself getting smaller and smaller. She was just as large as a bird and looked like one, too. She still wore her black dress, white apron, and red cap. People call her a woodpecker.

7. Fill in blanks with two—to—too.

Those ——— girls couldn't come Tuesday, August 1, ——— see their friends.

——— miles is ——— far ——— walk.

Did you carry those ——— books ——— school last Wednesday?

On their way ——— school ——— girls ate ——— much candy.

My sister is ——— young ——— come ——— school.

She took her ——— brothers ——— Golden Gate Park Labor Day.

Did she stay ——— long in Berkeley last April?

Those ——— boys were ——— noisy Wednesday, October 2, 1908.

Miss Smith said that we were ——— noisy last Tuesday.

I live ——— far from school ——— go home for lunch.

Saturday, June 5, a little boy came to the seashore. His two sisters came, too. He tried to run around and jump, but he soon became too tired. Then he dug holes in the sand. He couldn't dig them too deep because the sand was too hard. His mother bought him a big spoon from Mrs. Smith. Monday, October 2, 1909, his mother told him they must go back to Berkeley. The little boy thought his vacation was too short. He told all his friends at the seashore, "Good-bye" and returned home. He was not too late to begin school.

It was Thanksgiving Day. The children were going to see their grandma. Baby wanted to go, too. But mama said it was enough for the two boys to go. Baby was too small. Grandma lived too far away. Mama kissed the two boys good-bye. She told them not to stay too long. They came home Wednesday, November 30.

Willie and John are going to coast down a hill. Willie has a little brother. He wants to go, too. Willie told him it was too cold and he couldn't go. The little boy began to cry. The two boys were very sorry.

Devices for Review.

1. Write in sentences the names of five people. Write in sentences the names of five streets.

2. Write five question about the picture on page 31, "English Lessons, Book One."

3. Answer in complete sentences these questions:

What is your name?

What is the name of your father? (Give his initials.)

What is the name of your mother?

What is the name of your teacher?

Who is the President of the United States?

4. Learn the following rhyme and write it from memory:

How many days has baby to play?

Saturday, Sunday, Monday,

Tuesday, Wednesday,

Thursday, Friday,

Saturday, Sunday, Monday.

5. Write questions which these sentences answer:

A mouse eats cheese.

The nuts are falling now.

Lemons are yellow.

Rice is brought from China.

Washington's Birthday is a holiday.

September 3, 1906, was my last birthday.

Wednesday is a hard word to spell.

Cherries grow on pretty trees.

He does not like to play ball.

There are two boxes on the table.

6. Write in a sentence the date of your last birthday. Write in a sentence the date of to-day; of to-morrow.

Write a complete sentence about each of these events using the dates in the second column:

Washington's Birthday	February 22, 1906
Fourth of July	July 4, 1776
Christmas	December 25, 1907
New Year's Day	January 1, 1908
Admission Day	September 9, 1907

7. Make a list of ten contractions. Write sentences containing each.

TEACH, TAUGHT, TEACHING.

1. "How many have pets at home? What pets have you? Do they know how to do any tricks? Who taught them? How did you do it?" Have this preliminary talk with the children, keeping their attention, not so much on the tricks as on the teaching of them. Then have them give sentences telling what tricks they have taught, what their older brother has taught, what their father has taught, what any one is teaching now. Write the following sentences on the board, underline the word *taught*, and have the children copy them:

I taught my dog to carry the paper.	My brother taught his dog to bark at traps.
I taught my dog to speak for meat.	My sister taught her cat to wear ribbon on her neck.
I taught my cat not to bite me.	My brother taught the bird to answer when he said "Sweet."
I taught my bird to eat from my hand.	
Mama taught the cat to stay outside.	
Papa taught the dog to bring back the ducks when he went shooting.	

2. Have them tell what they have taught the baby at home to do; what papa has taught them; what mama has taught them.

Who teaches you arithmetic; geography? Who teaches you in Sunday-school? Who taught you to row a boat; to swim? Who teaches the boys to be soldiers? Who teaches the boys on the training ship?

Who teaches the animals at the circus? What do they teach them? How do they teach them?

Who teaches the baby rabbits to run from danger? Who teaches the kittens to catch mice? Who teaches the baby birds to fly? Do you know of any other animal that teaches her young? What does she teach them? How does she do it?

Do you play school? Who is the teacher? What does she teach you?

Does any one help you with your lessons nights at home? Who teaches you?

3. Have them write on the board sentences from exercise 2. Have each child read his sentences aloud. Copy ten of the best on the board, give the class time to study, then dictate them; as.

The lady is teaching me at Sunday-school.	He taught the seal to sit at the table.
Miss Smith teaches us geography.	The mama bird taught the little birds how to fly.
The captain teaches the soldiers how to march.	When we play school, I am the teacher.
The man taught the elephant to play the drum.	I teach the children how to spell.
	My sister teaches me at home nights.
	Mama is teaching me to sew.

4. Have them write three sentences, telling what they could teach a horse to do; three, telling what they could teach a dog to do; three, telling what their teacher teaches them every day.

5. Write three sentences with the word *teach*; three with *taught*; three with *teaching*. Have these sentences read aloud, ten of the best put on the board, studied and dictated.

6. Tell them the story of the tortoise that wanted the eagle to teach him to fly (Æsop's Fables).

An excellent story is "Megaleep, the Wanderer," by Wm. J. Long, in *Wilderness Ways*, pages 10-21—an account of a caribou school and how the little ones are taught. The story of "Raggylug," by Ernest Thompson Seton, also has many interesting accounts of what a rabbit must be taught.

7. Fill in the blanks in the following:

Miss Brown ——— me geography last Wednesday.

Didn't Mrs. Black ——— our class Friday, August 6, 1908?

She couldn't ——— John his spelling last St. Valentine's Day.

Miss Wilson ——— their class for two weeks.

Haven't you ——— your dog to carry the paper, George?

Mrs. Bell ——— our class last Easter Sunday.

Is Mary ——— the baby to walk?

Who ——— this class Tuesday, October 22?

Mr. Jones ——— his dog to sit up.

Isn't Dr. Smith ——— his dog to speak for meat?

HOW TO WRITE THE TIME OF DAY.

1. The children are usually interested in this subject, if the teacher simply states at the beginning of the lesson that she will show them how to write the time of day. "Tell me in a sentence what time it is now." "It is half past ten," the child replies. The teacher then says, "We usually write that this way," then she writes on the board:

It is now 10.30.

Say to the class: In order to tell whether I mean ten-thirty at night or ten-thirty in the morning, I must put two letters after the number. This is the way the sentence should read:

It is now 10.30 a. m.

The children may be told that these letters are abbreviations of two Latin words meaning before noon. As they are abbreviations they must be followed by periods. A. M. (capitals) means Master of Arts; P. M. (capitals) means Postmaster, so it is better to write both a. m. and p. m. with small letters. A period between the hour and minutes is now considered better form than a colon.

Have the children give various sentences in answer to such questions as: "At what time does school begin?" "School begins at nine o'clock." (When o'clock follows it is better to write out the *nine*, although it is not incorrect the other way.) "School begins at 9 a. m." In the same way get such sentences as:

School closes at 3.15 p. m.

Church service begins at eleven o'clock.

Church service begins at 11 a. m.

I reach home at 3.30 p. m.

The boat leaves at 5.15 p. m.

I get up in the morning at seven o'clock.

I get up at 7.30 a. m.

I go to bed at 8.30 p. m.

2. Show the children how to write the sentence if the date comes before the time: as,

The boat leaves January 3, 1907, at 8.30 p. m.

Or, if the year is omitted,

The boat leaves January 3 at 8.30 p. m.

Then if the day of the week is used, it comes first in order, and the sentence is written this way:

The boat leaves Wednesday, January 3, at 6.30 p. m.

3. Sentences for copy, study, and dictation:

Is 10.30 a. m. too late to go?

We missed the 5.30 train.

I came to school at 8.30 a. m.

The two boys came at nine o'clock this morning.

The parade will pass at 9.30.

I shall leave for my vacation Friday, June 14, 1906, on the 5.30 p. m. train.

The boat will leave at 6.30 a. m. Wednesday.

Is 2.30 p. m. too late to go?

Do you go to bed at 8.30 p. m. every night?

Nine o'clock is too late to go.

4. Use the following in sentences:

12.30 p. m.

nine o'clock

6.30 a. m.

1.30 p. m.

8 a. m.

twelve o'clock

11 a. m.

10.30 p. m.

5. Write the following as they are usually written in sentences:

Twenty-five minutes after five.

Twelve o'clock.

Fifteen minutes before nine.

Three in the afternoon.

Ten o'clock.

Half past ten in the morning.

6. Sentences for copy, punctuation or dictation:

Mr. Jones came to San Francisco Lincoln's Birthday at 9 a. m.

Didn't Miss Smith come here Wednesday, April 26, 1909, at 2.30 p. m.

Dr. Black came to our house Admission Day at five o'clock.

Mr. and Mrs. Thompson took their two children to Berkeley Thursday, November 28, 1908, on the 10 a. m. boat.

We are going to Golden Gate Park Tuesday, August 1, at three o'clock.

There were two books on this table Christmas Day at 3.15 p. m.

May we go to their party New Year's Day at one o'clock?

We can't leave school next Friday until 3.20 p. m.

Did you hear that Mrs. Green had been there Saturday, October 2, at 10 a. m.?

Where were their books last Thanksgiving Day at three o'clock.

John threw his ball through that hole Tuesday, August 17, at 4.20 p. m.

Tuesday, May 30, 1909, was Decoration Day. We had planned to go to the Cliff House with Mrs. Brown. It was 9.30 a. m. when we started. We took a Sacramento street car, and arrived at 10 a. m. For a few hours we went in wading, and at twelve o'clock ate lunch. After lunch we built forts in the sand. It was about five o'clock when we started home.

One morning Louise arose at 6 a. m. She went into the garden and picked some pretty flowers. At seven o'clock she went into the house and ate breakfast. At nine o'clock she and her mother started for Berkeley. They took the 9.40 boat. It was 10.20 a. m. when they arrived there. At five o'clock they returned to San Francisco. As she was very tired, Louise went to bed at 8 p. m.

Devices for Review.

1. Sentences for copy, study, and dictation:

I come to school every Monday at 8.30 a. m.
Do you go to Sunday-school?
The children will march in the parade Fourth of July.
The parade will start at nine o'clock.
We shall go on the 2 p. m. train.
Dr. Smith will not leave until Wednesday, February 3, at 8.20 p. m.
The children will meet Saturday at 9.30 a. m.
Miss Brown went at three o'clock.
May I go to the Christmas tree to-morrow?
The boy had two books New Year's Day.
School will close for the vacation Friday, June 14, 1907.
Admission Day is a holiday.

2. Write a sentence telling on what day and what time of day Mrs. Jones will go to Oakland.

Write a sentence containing the name of a holiday and a month of the year.

Write a sentence telling what time in the morning Mr. Jones goes to work.

Tell what holiday comes next and in what month it comes.

On what holiday do we decorate the soldiers' graves?

Tell in one sentence the name of the city you live in, and the state.

Tell in one sentence the city and state in which you were born, and the date.

Write a question containing the time of day.

Write a question containing a date.

3. Sentences for copy, punctuation, and dictation:

Were their books here Wednesday, September 3, at 2.20 p. m.?

We are going to church Easter Sunday at 11 a. m.

Mr. Jones couldn't leave for Alameda Thursday, October 12, 1908, on the two o'clock boat.

Which of these two boys came to San Francisco Saturday, April 4, at 8 a. m.?

Are they going to bring some of their books to our house Washington's Birthday?

I didn't know that you were going to Berkeley Decoration Day at 3.15 p. m.

Those two boys went too far last Labor Day, Monday, the 7th of November.

Couldn't they buy their hats in Oakland, California?

Mrs. Black took her two children to Golden Gate Park Thursday, August, 18, 1908, at 10 a. m.

Dr. Brown and Miss Green haven't been here since last Lincoln's Birthday.

SIT, SAT, SITTING.

1. Say to the class: "Five children sit in the first row. How many sit in the second? in the third? Who sits behind you? in front of you? at your right? at your left? Where do you sit in church? Where do you like best to sit in school? in the theater? Who sits next you at the table? Where does the baby sit?"

Write the answers to these questions on the board and have them read aloud and copied.

2. Write these directions on the board, have them read, the acts performed, and then have told what was done:

Sit in the third seat of the first row.

Sit in the chair on the east side of the room.

Sit in the chair by the north window.

Sit on the longest bench in the room.

Sit in the chair in the northeast corner.

Sit on the box by the stove.

Sit in the chair under the clock.

Sit in the chair at the end of my desk.

3. Have these read aloud and copied:

I sat in the third seat of the first row.
I sat in the chair on the east side of
the room.
Tom sat in the chair by the north
window.
He sat on the longest bench in the room.

She sat on the box by the stove.
Mama sat by me in church.
Baby sat on mama's lap.
The girls sat together to-day.
I like to sit in the back seat.
Tom likes to sit with me.

4. Fill in the blanks:

John —— in this seat last Wednesday at one o'clock.
Did she —— here Monday, February 21, 1909?
Where were these two girls —— St. Valentine's Day at 10.20 a. m.?
Mrs. Black —— by me in church Easter Sunday.
Last Tuesday Miss Brown told me to —— in the front seat.
Wouldn't Dr. Jones let you —— by the open window?
I —— in that chair for one whole hour last Decoration Day.
Were you —— here Saturday, January 18, at 9 a. m.?

LIE, LIES, LAY.

PURPOSE AND METHOD.—The purpose here is to establish a feeling in the child so that he may, without conscious thought, associate the word *lie* and its past tense *lay* with the act of reclining. He may be told to use *lie* when it means to recline, but it is doubtful if he associates the act with the word.

The method is the same as with the other verbs—the conditions are given, the word is associated with it, and then by repetition the habit is formed.

1. Have pictures of various animals lying down to rest, or going to sleep for the winter. Say to the children: "Have you ever seen a dog lie down to rest? Tell me how he does it. How does a cat lie down? Look at these pictures and tell me how each animal lies to rest." The best sentences given should be read aloud and copied by the children; as,

The horse lies on his side with his head
stretched out.
Sometimes the cat lies with her feet
folded under her.
Sometimes she lies on her side with her
head between her paws.
The cow kneels down on her front feet
before she lies down.
The pig lies down in the shade to sleep.

The cat likes to lie in the sunshine to
sleep.
The dog lies on his side with his head
on the ground.
The polar bear lies on the ice to sleep.
The elephant does not lie down to sleep.
The chipmunk lies rolled up in a little
round ball.

2. Dictate the following sentences:

I lie on the grass to rest.
Mother lies on the couch to rest.
The Romans used to lie down to eat.
The baby lies in his cradle to sleep.

The horse lies in the shade.
My coat lies on the seat during the day.
My hat lies on the table while I work.

3. Have the children recall what was talked about the first day; then say, "Tell me where the horse lay while he slept; the cat; the cow; the chipmunk; the pig; the dog; the polar bear."

Write these sentences on the board and have the class read aloud and copy:

The horse lay on his side to sleep.
The cat lay with her paws folded.
The cow lay asleep in the shade of the
tree.

The chipmunk lay last winter rolled up in
a ball.
The cat lay asleep on the branch of a tree.
The polar bear lay on the ice to sleep.

4. Have the children change the sentences of exercise 2 so that they will refer to yesterday.

5. Have the children answer the following questions, if they are familiar with the stories:

- What did Goldilocks do when she went upstairs in the bears' house?
- What did the rabbit do while the turtle was walking along?
- What was the lion doing when he put his paw on the mouse?
- What was the dog doing in the manger?
- What was the wolf doing when Red Riding Hood got to her grandma's?
- What did Molly Cottontail tell Rag to do while she was away?

6. Say to the class, "When mama wishes baby to stop playing and go to sleep, she says, 'Lie down now and go to sleep.' If the baby gets up and then lies down, mama says, 'Lie still, baby.' Tell me what you say to your dog when you wish him to lie down; when you wish him to lie quietly. What did the man at the circus say to the elephant when he made him lie down? What does mama say when she does not wish baby to lie on the wet ground, or on the floor?"

Write these sentences on the board, have the class read them aloud, and then copy them:

- Lie down, baby, and go to sleep.
- Lie down, Rover, and play dead.
- Lie still on the bed.

- The man said to the elephant, "Lie down."
- Do not lie on the wet ground.
- Do not lie on the floor.

7. Dictate these sentences:

- I like to lie on the grass in the shade.
- Mama lay down yesterday to rest.
- Baby lay in his cradle asleep when I got home yesterday.
- My hat lay on the desk.
- The wolf was lying in grandma's bed.

- Lie down, Rover and play dead.
- Do not lie on the wet ground.
- The dog was lying in the manger.
- Lie quietly while you sleep.
- I lay on the grass at the park watching the boys play ball.

8. Have the children make two sentences containing *lie*, *lay*, *lying*.

9. Tell that part of the story about "The Three Bears" where Goldilocks was upstairs and where the three bears came home and what they said upstairs. Have the children reproduce it orally, then in writing. Follow by correction of errors.

THE DOG IN THE MANGER.

Once a dog was lying in a manger full of hay. A hungry ox came to eat the hay. The dog got up and snarled at him. "Well," said the ox, "you can not eat the hay yourself, and you will not let any one else eat it."

THE TRAVELERS AND THE BEAR.

Two men were walking through a forest. They agreed to help each other if any wild animals came. Soon a big bear rushed out at them. One man was light and nimble. He forgot his promise, and ran as fast as he could to a tree. The other man could not run fast. He lay down flat on his face and held his breath. The bear came up and smelled of him, but took him for dead, and ran off to the wood. The man in the tree came down. He said, "What did the bear tell you as you lay on the ground?" "He told me," said the other one, "never to trust you again."

10. Fill in the blanks :

Dr. Black told us not to ——— on the wet grass.

Did you ——— down last Wednesday at 8 p. m.?

Mr. Jones ——— down to rest Tuesday, July 10, at five o'clock.

Their books ——— on this desk Lincoln's Birthday at 9.30 a. m.

Were you ——— down when Miss Jones called?

The squirrel ——— down in the wood.

Didn't your mother ——— down to rest Thanksgiving Day, November 28, 1908.

My hat ——— here Admission Day at 2.20 p. m.

For copy and dictation :

Saturday some children went to the Park. It was May Day. Some of the children played games. Some didn't want to play. They sat on the grass and watched the others. All the children sat on the grass to eat their lunches. After lunch they lay on the grass to rest. While they were lying down they watched the other children play. They didn't rest very long, for it was soon time to go home. They started at four o'clock.

Sunday, July 4, 1908. Mary went to Oakland. She took her pet dog with her. His name was Jack. They went to a large park. Mary sat on the grass and watched the children play. Then she taught Jack some tricks. She taught him to run after a ball. Soon he grew tired. He lay on the grass and went to sleep. While he was lying there Mary ran away. When Jack woke up he couldn't find her. Soon he found her lying on the grass. At four o'clock Mary and Jack went home.

THERE WERE—THERE ARE. (Third Time Over.)

1. Have them copy :

On the trees in summer time there were many leaves.
On the street, as I went down town, there were many horses.
At the Presidio there are many soldiers.
On the Seal Rocks there are many seals.
On the beach, on a warm Sunday, there are many people.
At the end of the table there are two chairs.
In my house there are two babies.
Down at the Ferry Building there are many ferryboats.
Once upon a time there were three bears.
Last week there were some elephants at the park.

2. Dictate the sentences of exercise 1.

3. Have them write the first sentence of the following stories. Do not begin all with *there*: "The Three Bears," "Three Little Pigs," "Snow White and Rose Red," "The Two Brass Kettles," "The Frogs that Wanted a King."

4. Have the children select one word or expression from each column and make as many good sentences as they can :

Once upon a time	}	there are	{	two little boys.
Last year				many apples.
When I was a little girl	}	there were	{	songs.
This morning				two examples.
Every day	}		{	two girls.
Yesterday				some houses.
After school	}		{	two roses.

5. Look at the pictures in "English Lessons, Book One." Write sentences about these pictures using *there are*: as, "There are two boys fishing from a boat" (page 111). "There are two children riding in a dog-cart" (page 103).

6. Tell them the story of "The Town Mouse and the Country Mouse" (Blaisdell: "Child Life, Second Reader," pages 74-77; Thompson: "Nature in Myth and Story," pages 44-46; Seudder: "Fables and Folk Stories," pages 84-85), putting in the phrase *there were* as many times as possible. The children may reproduce it.

7. Fill in blanks:

Thanksgiving Day ———— nine boys at our house.

———— any tops in that window?

Last May Day ———— many flowers in Golden Gate Park.

Every day ———— many boats that cross San Francisco Bay.

Each year ———— many people who visit California.

———— many pretty homes in Oakland, Alameda and Berkeley.

In our schoolroom ———— four windows.

Saturday ———— two boys playing in this yard.

Decoration Day ———— many flowers on the soldiers' graves.

When Mr. Smith came to California ———— very few houses in San Francisco.

On this side of the room ———— two doors.

THERE WAS—THERE IS. (Third Time Over.)

The children very often make mistakes in this idiom if the sentence begins in some other way than with *there*. This "time over" should fix the form so that the final step, its use in composition where the attention is on the subject-matter, can be taken. This comes late enough so the sentences need not be acted out—that is to say, the setting may be made by the imagination of the child.

1. "You may tell what there was on the table last night." I will change that sentence for you and write it on the board. Write: "On the table last night there was a beautiful rose." Have them make up sentences beginning with: *in the stove; under the chair; last week; yesterday; once upon a time; a long time ago; in the woods; out by a high tree; in the meadow*. Write these sentences on the board, the children copying them:

On the table last night there was a
beautiful rose.

In the stove there was a fire.

Under the chair there was a sleeping cat.

Last week there was a picnic at the
beach.

Yesterday there was a parade on Market
street.

Once upon a time there was a famine in
the land.

A long time ago there was a good fairy
living in a forest.

In the woods there was a little squirrel.

Out by a high tree there was a silent
horseman.

In the meadow there was an ant's nest.

2. Dictate the sentences of exercise 1.

3. Repeat exercise 5 of the last series.

4. Ask the children to write the first sentence of the following stories, beginning with some other word than *there*, but having the phrase *there was* in each sentence: "The Dog and his Shadow," "The Thirsty Crow," "The Fox and the Grapes," "The Lion and the Mouse," "The Discontented Pine Tree," "The Fox and the Stork," "The Dog in the Manger." (See First Grade.)

5. Have a game of riddles. Begin: "In a green house there is a white house. In the white house there is a red house. In the red house there are many little red and white people. What is the house?" Answer—A watermelon.

Then give another: "On a hill there was a house. In the house there was a room. In the room there was a closet. In the closet there was a dress. In the dress there was a pocket. In the pocket there was a purse. In the purse there was some money. This money had an Indian's head on it. How much was in the purse?" Answer—One cent.

The children should then make up and write their own. They will enjoy this very much.

6. Tell the following story:

Once there was a little girl walking in the streets of a large city. She had no hat on her head, and her feet were bare. There was snow on the ground. It was fast growing dark. The little girl's mother was sick, so she had to go out to sell matches for a living.

No one had bought her matches this day. She was very hungry and had no money in her purse.

Now and then she stopped to look at the store windows. There was a light there. There was the smell of good things to eat.

Soon she grew so cold that she sat down in a doorway. She lighted a match. She thought she was sitting before a fireplace. She put out her feet to warm them. Then the light went out. She lighted another match. She thought she saw a beautiful room. There was a big fire burning in the fireplace. Standing on the table there was a beautiful fern. There was a pretty bird in a golden cage.

In that room, too, there was a table covered with a snow-white cloth. A big goose, stuffed with apples and plums, was at one end of the table. Then her match went out. She lighted another match.

This time she saw a beautiful Christmas tree. The tree was covered with many bright lights and pretty toys. The little girl put out her hand to take them. Then her match went out.

She lighted another match. In the clear bright light her grandmother stood before her. "Grandmother, take me with you," cried the little girl. In the morning they found her dead.

7. Fill in blanks:

Wednesday, April 3, ——— no school.

Last Fourth of July ——— a parade in San Francisco.

April 18, 1906, ——— a big fire in San Francisco.

In our schoolroom ——— a large picture of Washington.

On my desk ——— a small piece of paper.

——— a book on my desk last Wednesday.

In Golden Gate Park ——— a large bear.

For copy and dictation:

Last Wednesday, June 18, 1908, there was a picnic at the beach. Mary and Joe went with Mrs. Smith. They took the 10.30 a. m. train. They rode many miles. There were boats at the beach. They rowed until twelve o'clock. They ate lunch at 12.30. Mary and John went home at five o'clock.

Review.

THE WISE PIG.

There were two fields in the country. There was just a fence between them. One field was covered with trees. There were acorns and nuts on the ground. In this field there were many pigs. Corn grew in the other field. Now pigs like corn best of all. There was one pig who wanted the corn. He walked along the fence. He found a hollow log. One end was in his field and one end was in the corn field. The pig crawled through and had a fine time eating the corn. The farmer came next day and put him out. He could not see how the pig got into the field. The next day

the pig was in the corn again. The farmer looked out and there was the pig in the corn. This time the farmer walked all around the field. He found the log and turned it around. Now both ends were in the acorn field. The pig went through the log. He looked around and found himself still in the acorn field. He crawled through again. He came out in the same field. He tried it again and again. At last he gave up and ran away.

WHY THE SEA IS SALT.—PART I.

Once there were two brothers. One was rich and the other poor. It was nearly Christmas. The poor man had nothing in the house for a Christmas dinner, so he went to his brother and asked for a small gift.

The rich man was too surly even to answer his brother politely. He took down a fine ham and threw it at his brother. He said, "Go home and don't let me see your face again." The poor man thanked him, put the ham under his arm, and went away. On his way home he had to pass through a great forest. In the middle of the forest he saw an old man with a long white beard. He was cutting down trees. "Good evening," said the poor man. The old man looked at him. "That is a fine ham you are carrying," said he. "If you take it to the land of the dwarfs you may make a good bargain with it. Don't sell it for money. Take only the old hand-mill which stands behind the door." The poor man did as he was told. The dwarfs liked the smell of the ham. They swarmed around him in great numbers. They didn't wish to give up the old mill, so the poor man was about to go. "Let him have the old mill," said one. So the man took his mill and went home.

"Where in the world have you been?" asked his wife. "Wait and see what will happen," said the poor man. He put the mill down on the table and began to grind. Out came wax candles first, for the room was too dark to see well. Then came a fire on the hearth, and a porridge-pot boiling over. They ground out everything that would make them warm and comfortable that cold December day. They ground out presents, too, for Christmas, and a good Christmas dinner.

Answer in complete sentences:

Once there were what? It was what time of year? Tell two things the rich brother did. What did he say? What did the poor brother do? Tell what he saw in the forest. The old man said what? What did the dwarfs not wish to do? One of them finally said what? His wife asked what? What came out first? Why? What else did they grind out?

WHY THE SEA IS SALT.—PART II.

When the people went by the house to church, they were astonished. There was glass in the windows, instead of papers. The poor man and his wife had new clothes. "There is something strange about this," said every one.

Three days afterwards the rich brother was invited to a feast at his poor brother's. "Where did you get all these things?" he asked. The brother told the rich one all about the bargain. He showed him the mill and had it

grind out beautiful things for the poor. The rich brother wished to borrow it; but the man was never to lend it.

Soon this man was very rich. He built a castle on a rock near the sea. One day a merchant came along. He wished to buy the mill. He wanted to grind out salt. The mill couldn't be sold. That night the merchant got into the castle and stole the mill. He put it in a boat and set out to sea. When he was a little way out he said, "Grind salt, nothing but salt." Soon all the bags were filled. Then the boat began to fill. "What shall we do now?" cried the merchant. But the mill wouldn't stop grinding, and the ship sank. The mill is still at the bottom grinding out salt. This is the reason, say the peasants of Norway and Denmark, why the sea is salt.

1. Give sentences from the story, using the following:

there was	showed	built	began	wouldn't
told	wished	came	sank	peasants of Norway and Denmark

2. Write a sentence telling what the merchant said to the mill. Write a sentence telling what the rich brother asked when he came to the feast.

3. Reproduce the story.

Review.

1. Have the children copy from the board the names of the months, the holidays, and the days of the week.

2. Have the children make sentences containing each of the above.

3. Fill in the blanks:

To-morrow will be ____.	To-day is ____.
Christmas comes in the month of ____.	Yesterday was ____.
My birthday comes in the month of ____.	Next month will be ____.
I went to church last ____.	We do not come to school ____ and ____.
	Last month was ____.

4. Fill in the blanks with dates or names of holidays:

Next Independence Day is ____.	February ____ will be Washington's Birthday.
The date to-day is ____.	My watch was given to me Christmas ____.
I will be ten years old ____.	____ comes May 30, 1907.
____ Day is September ____.	Did you see the parade ____?
All the people remember Wednesday morning, April ____.	
Did you have a pleasant time ____?	

5. Write a sentence containing the name of the third day of the week. Write a sentence containing the name of a day of the week and a date. Write a sentence containing the name of a month of the year and a date. Write a question asking for the date of your mother's birthday. Write a sentence containing the name of a holiday and a date.

6. Write five sentences containing the names of places. Write three sentences beginning with *there were*. Write two sentences that ask questions. Write the names of the months. Write the names of the days of the week.

7. The following sentences contain the forms taught so far in the Third

Grade. They may be placed on the board a few at a time for copy and study, and then dictated to the class:

1. Mrs. Jones came home early.
2. The two boys were not here to-day.
3. Admission Day and Labor Day come in September.
4. January is the first month of the year.
5. Mr. and Mrs. Jones brought my sister a beautiful watch.
6. Did you see the parade last Fourth of July?
7. The Christmas exercises will be held at the church, December 25, 1907.
8. There are too many people here.
9. I lent my knife Wednesday, February 3, 1906.
10. Bring some flowers for Decoration Day.
11. Did your two brothers have a good time last Thursday?
12. John walked too far into the woods May Day.
13. Dr. Smith had to be called the day after Thanksgiving.
14. June 3, 1908, is the date set for the picnic.
15. The meeting will be held Tuesday, August 4, 1907.
16. December, January, and February are the winter months.
17. March, April, and May are the spring months.
18. June, July, and August are the summer months.
20. They spoke too slowly.
19. September, October, and November are the autumn months.
21. The baby fell down yesterday.
22. It began to rain Friday at four o'clock.
23. He threw the ball to his sister.
24. The boys played too long at recess.
25. The boys swam in the lake yesterday and took a hard cold.
26. We shall take the ten o'clock boat for Oakland.
27. The circus parade will go up Market street.
28. Miss Jones lives on California street.
29. They should not walk too far up Jackson street.

*Past Tense of Verbs. Capitals. Too. Contractions.
Special verb "Teach."*

8. Tell whether the italicized words are present or past. If they are present, change them to past:

The weaver <i>sits</i> at his loom.	He <i>teaches</i> his dog many tricks.
The men <i>stood</i> firm while the battle raged.	She <i>drinks</i> milk for breakfast.
The summer <i>comes</i> and <i>goes</i> .	He <i>takes</i> his sister with him on a ride.
The men <i>begin</i> their work.	The children <i>think</i> carefully before they
I <i>read</i> in the Second Reader.	<i>write</i> .

9. Follow this model, using the following verbs:

<i>Model:</i> I sang.		We sang.		
You sang.		You sang.		
He sang.		They sang.		
learned	won	thought	went	said
drew	fell	did	saw	took

10. Change to the contracted form:

He is not in town to-day.	Frogs can not live without water.
She could not do her work.	The top has not any string.
The farm did not pay.	The cover will not stay down.
They are not going with us.	The trees have not any leaves.

11. Write two sentences telling what you taught your dog. Write two sentences telling what games the boys taught you. Write two sentences telling what the circus-man taught the horses to do.

12. Put on the board the past tense of the verbs under "Third Time Over." Have the children select the verbs that would apply to a dog and

finish the sentence; as, "A dog saw a cat," "A dog ran after the cat," etc. This device may be varied by having the sentences written about a girl, a boy, a bird, etc.

Devices for Review.

1. Tell in sentences:

What we call the first day of the year.
 What great man's birthday comes in February.
 On what day we decorate the soldiers' graves.
 On what day we fire off firecrackers.
 What two holidays come in September.
 On what day we give thanks.
 What we call the first day of May.

2. Write the names of the months of the year in order. Write the names of the days of the week in order. Write the names of all the holidays you know.

3. Punctuate these sentences:

She will be married September 6 1909	He lived in Oakland California on Janu-
He will finish school March 30 1908	ary 3 1888
My friend died January 6 1896	December 22 1907 was her last birthday
I shall go to see her February 3 1907	August 8th was a warm day
Will you go away before October 19 1907	November 28 1907 will be Thanksgiving
Come to my house Wednesday April 10th	Day.
Will August 3d be too long to wait	

4. Put on the board this list. Have the children make sentences illustrating the contracted form of each:

was not	does not	can not	should not	had not
were not	did not	would not	is not	I will
have not	do not	has not	are not	I am

5. Fill in the blanks with

there { is
are
was
were

_____ two apples on my desk this morning?
 Once _____ a little boy and a little girl who lived alone
 In my house _____ eighteen windows.
 _____ four rows of desks in this room.
 A long time ago _____ a boy named Tom.
 In John's desk _____ a piece of blue paper.
 _____ seven boys in the first row now.
 _____ as many boys as girls in the room.
 In the pond by the schoolhouse _____ many frogs.

QUOTATIONS—PURPOSE AND METHOD.

PURPOSE AND METHOD.—It can not be denied that quotation marks are of little use in ordinary business or social correspondence. The school should spend comparatively little time on a subject for which the world makes no demand. Yet school tradition for this topic is so universal that at present it seems unwise to leave it out.

It is introduced at the end of the third year, as on account of its novelty, the children rather enjoy it. They thus learn it in less time and at less expense of energy than later on when interest is lost in formal work.

If the children are not proficient in the matter that goes before, it would be advisable to leave this topic over until the next year.

The correct use of quotations is acquired by a slow process. Quotations may be divided into several type forms, and each one of these types mastered before the next one is taken. The second and third forms are more easily mastered than the first, and the last ones easiest of all. The children have acquired the habit of putting in the marks by this time, so when they have learned the type, they do not forget to put in the marks. The method is that of imitation, not explanation. There is much repetition, with the teacher reminding the pupils at first, and afterwards leaving them to themselves. It is easy to teach them to use the marks so that no errors will be made in dictation, but the use in composition is much more difficult. The children get it first by having their attention called to the quotations beforehand, by having them written on the board in answer to questions, and by asking them to read over their papers to see if they have omitted any quotations. They are helped by putting a mark in the margin and handing the paper back to have the sentence containing the quotation recopied and others made up like it.

The types are:

1. (a) John said, "I am going home."
(b) John asked, "May I play with Tom?"
2. (a) "I am going home," said John.
(b) "May I play with Tom?" asked John.
3. (a) John said to me, "I am ten years old."
(b) John asked me, "Where are you going?"
4. (a) "The boy," said John, "is not to blame."
(b) "Are you," asked John, "to leave school?"
5. The boy said, "It is a fine day. I will go fishing."
6. The boy asked, "Will you go fishing? It is a fine day."

In the Third Grade the first two types only should be taught. The following is the method for presentation and drill on the first type. The second may be similarly taught.

1. Ask one of the children for a sentence about his dog. Write it on the board, punctuating it properly. Then ask what else must be put on the board so that anybody who didn't hear John say it would know he said it. The answer will be "John said." Put this before the sentence, and put in the comma and quotation marks, calling attention to the marks before and after the quotation. After writing three or four sentences in this way, have different children come up and put in the marks, until there are ten sentences. Have these copied:

John said, "My dog is black."
Mary said, "I like to write well."
Hazel said, "I fed the silkworms this morning."
Joe said, "I am going to the beach tomorrow."
The teacher said, "I like good children."

Allen said, "My dog jumps rope."
Willie said, "There is a picture on the wall."
Mary said, "I have a new dress."
Rose said, "The frog ate a worm."
Jack said, "There are two frogs in the cage."

2. Write on the board and punctuate:

The girl said, "The day is very warm."

Have the children make similar sentences; write and punctuate the first two, then have the children finish the remainder. Copy:

I said, "I will write for you."
The boy said, "It was late when I reached home."
The man said, "My house is very large."
The boy said, "I rowed the boat across the water."
Amy said, "I am glad you had a good time."
The little girl said, "My bird can sing."
Mama said, "Come home to lunch."
The boy said, "I can swim."

3. Say to the class, "This morning I went to the bakery to buy some bread. Let us write down what I said to the baker and what he said to me. What shall we write?"

I said, "Good morning." The baker said, "Good morning." I said, "I wish to buy a loaf of bread." The baker said, "My bread isn't ready yet." I said, "I am sorry." The baker said, "I hope my bread will be ready to-morrow morning."

The children tell where the marks should be placed as each sentence is written, then have them copy it on paper. Care must be taken that no words creep in after *said*, as "to me," or "to the baker," and that there are no questions.

4. Send the children to the board and dictate quotations of this type. When any mistakes are made correct them at once. Then dictate the same quotations at their seats.

5. Have the children make up ten quotations of their own—two telling what mama said, two what baby said, two what the teacher said, two what John said, two what the boys on the playground said.

6. Nearly all the children should now be able to copy correctly and write from dictation, but some of them are careless. They know where to put the marks when their attention is called to it, but they often forget them. As a cure for carelessness, put the following sentences on the board, asking them to rewrite, putting in the quotation marks and the comma before the quotation:

The boy said Come home.	The old man said I am very hungry.
The little girl said It is warm to-day.	The blind man said Please show me the way.
John said I am going home.	The turtle said Let us run a race.
Mary said I like peaches.	May said I have a pretty doll.
Willie said The clock has stopped.	The man said There is no wolf.
Mama said It will rain to-day.	The boy said He will come again.
Papa said Be a good boy.	The lady said You are very kind.
The teacher said Write your very best.	

7. Tell this story and have it reproduced, first having the quotations written on the board:

Jennie was a little girl. Her papa was very rich. She lived in a big house and had a very pretty garden. One day she was playing with her ball. It rolled to the fence and she ran after it. Outside she saw two poor little girls. Jennie said, "Please come in and play with me." The little girls said, "We will ask our mother." The girls' mother said, "Yes." The girls went in and played ball until they were tired. Then Jennie said, "Let us sit down under the tree to rest." She brought out some bread and butter, and some candy and nuts for them to eat. Then the little girls went home. They said, "Thank you, Jennie." Jennie said to her mama, "They were very nice little girls."

The following are good stories for reproduction for the use of quotations. Be certain to use only the one type of quotation:

“The Tortoise and the Hare.”

Aesop: Fables.

Scudder: Fables and Folk Stories.

Ward: Third Reader.

Boston collection of Kindergarten Stories.

“The Hawk and the Nightingale.” Aesop’s Fables, published by the Educational Publishing Company, Young Folks’ Library of Choice Literature. This story will not do as printed, but can be made over as follows:

A little nightingale sat singing in a tree. An old hawk saw her. The hawk said, “I will eat her for my supper.” So he swooped down upon the little nightingale and seized her in his claws. The nightingale said, “Please let me go.” But the hawk was hungry and would not do it. The nightingale said, “I am such a little bird.” But the hawk would not let her go. The nightingale said, “Eat some other bird instead.” The hawk said, “I think you will do very well to begin my feast on.”

In the same way may be rewritten the stories of “The Fox and the Crab,” “The Dog and his Shadow,” “The Cat and the Birds.” They are found in the same book as the story of “The Hawk and the Nightingale.”

8. For copy, punctuation or dictation:

The boy said, “I will come home at 3 p. m.”

The little girl said, “We are going to Berkeley Saturday.”

John said, “They came to our house New Year’s Day at four o’clock.”

Mary said, “Come to see me Wednesday, April 10, at 2.15 p. m.”

Willie said, “The clock stopped at 5 p. m.”

Mama said, “You may go to Alameda Washington’s Birthday on the 5.20 p. m. boat.”

The lady said, “There were many flowers in Golden Gate Park last June.”

Papa said, “We shall cross San Francisco Bay Easter Sunday at 10 a. m.”

The teacher said, “Don’t come to school Fourth of July.”

The man said, “I came to California the 31st of August.”

He asked, “Didn’t you go to Los Angeles?”

“I went to Berkeley,” said I.

“We shall sing our Christmas song,” said the teacher.

“We will not sing it too loudly,” said the children.

“Wednesday is our day for house-cleaning,” said the woman.

She sold her berries for twenty cents.

“They haven’t cried all day,” said the little care-taker.

“Couldn’t you buy just one?” she cried.

For copy:

Mr. Brown said, “Come again at 4 p. m.”

“Do not leave the room,” said she.

John asked, “What time do you reach school in the morning?”

Mary replied, “I reach school at 8.30 a. m.”

“I start for school at 7 p. m.” said John.

“Then you must attend night school,” added Mary.

“At ten o’clock we shall start,” said they.

“They will be home by 8 p. m.” said she.

“Miss Brown, are you going with us?” the children called.

“Mr. Brown is going,” said she.

Following this series take up the same type in the question form. (It is not well to take this up until after the children have had the series on “Questions,” page 37.)

1. Take a ball in your hand and put your hand behind your back. Then say, "You may guess what it is. I will answer any question with yes or no."

Write their questions on the board, putting the question mark after each in colored chalk.

Is it made of wood?

Is it candy?

Is it round?

Is it a ball?

Then ask, "Who asked this question?" John replied, "I did," so write before his question *John asked*, putting in the proper marks. In the same way write before each question the name of the person who asked it, and put in the proper marks. Have the children copy ten of the sentences.

2. Copy the following:

John asked, "Did the birds fly away?"

John asked, "Where is my top?"

The man asked, "Will you work for me?"

I asked, "Do you know your lesson?"

The boy asked, "Am I too late?"

The teacher asked, "Are you ready?"

Mary asked, "Will you go with me?"

We asked, "Is it raining?"

The girl asked, "Are you going now?"

She asked, "Did the tree fall?"

3. Make up ten quotations like this:

John asked, "Will you sell your top?"

4. Dictate the quotations copied in another lesson.

5. The same conversational device may be used, adding the question; as,

One day I went to a jewelry store to buy a watch. I said, "I wish to buy a watch." The jeweler asked, "What kind of a watch do you wish?" etc.

In the same way the children may write with the teacher a conversation between (1) A boy and a jeweler. The boy goes to the store to buy a watch. (2) A boy who wishes to play with another boy, and his mother who wishes him to do his work at home. (3) A conversation between two boys who are out fishing. (4) An imaginary conversation between two books that have been badly treated. (5) The same between a pretty new doll and an old one. (6) Two boys who wish to trade knives or tops or marbles.

The following stories are good to use for reproduction. It is a good idea to have the quotations written upon the board first in answer to your questions. Then let the children see how many they can bring into their reproduction. Be certain to keep to the type in use. The stories must be told in the type form: *John said*, "*I am going home*," and *John asked*, "*Are you going home?*"

"THE ANT AND THE GRASSHOPPER."

Scudder: Fables and Folk Stories, pp. 105-106.

Lane: Stories for Children, pp. 44-45.

The Morse Reader II, pp. 55-56.

"THE FOX AND THE GOAT."

Scudder: Fables and Folk Stories, p. 58.

Baldwin: Second Reader, pp. 13-14.

Ward: Third Reader, p. 30.

"BELLING THE CAT."

Scudder: Fables and Folk Stories, p. 78.

"THE FROG AND THE OX."

Scudder: Fables and Folk Stories, p. 78.

"THE ARAB AND HIS CAMEL."

Baldwin: Fairy Stories and Fables, p. 108.

6. As soon as the children are fairly proficient in writing from dictation quotations after *said* and *asked*, various words, such as *replied*, *answered*, *called*, and *cried*, may be used.

Write on the board the sentence, *Mama said, "Come home."* Say to the class, "If you were far away and mama wished you to come home, what must she do?" If the answer, "shouted," or "screamed," is given, "called" may be substituted, and the sentence written: *Mama called, "Come home."* In the same way get:

The boy screamed, "Oh, it hurts me."
The boy called, "Nero, come here."
The boy thought, "My dog is prettier."

My baby says, "Mama, papa."
She whispered, "I am going to Oakland
after school."

Have these sentences copied. The next day put this list on the board in a vertical line, and have the children give the sentences while the teacher writes them on the board. Then have the sentences studied. Later dictate them.

said
inquired
asked

replied
answered
whispered

cried
called
shouted

7. For copy, punctuation, and dictation:

John asked, "Couldn't you come to our house Thursday, August 3, 1909, at 2 p. m.?"
The boy asked, "May I go to Berkeley Admission Day on the 1.20 p. m. boat?"
The teacher asked, "Does Washington's Birthday come the 22d of February?"
She asked, "Didn't they bring their books to school Thursday, August 24?"
The girl asked, "Will you bring your doll to school St. Valentine's Day?"
Mary asked, "Aren't you going to Golden Gate Park Tuesday, January 22, at ten o'clock?"
I asked, "Can you bring me those two books to-morrow at 10 a. m.?"
They asked, "Wouldn't she go across San Francisco Bay Admission Day?"

8. For copy and dictation:

It was 1.30 p. m. September 9, 1908. John and Mary were walking along Market street. "Don't you think it is too late to meet Dr. Smith?" asked John. "He told us to meet him at two o'clock in Golden Gate Park," replied Mary. "Aren't you glad Admission Day is a holiday?" "Yes, we will have a fine time," said John. "Dr. Smith will take us to the Chutes and Cliff House, too."

Last Wednesday when John was playing in Golden Gate Park, his ball rolled away. A boy named Tom caught it. "Here is your ball," he called. "I'm much obliged," answered John. "Won't you play with me?" he asked. "Yes, I will play till Dr. Jones comes. He is going to take me to the Cliff House," said Tom. John asked, "Don't you live in San Francisco?" Tom replied, "No, I live in Berkeley. It is Admission Day so we had a holiday."

Once President Roosevelt visited California. The little son of Dr. Jones wanted to see him very much. "You shall see him if I can help you," said his father. The day of the great parade came. It began at 9.45 a. m. on Market street, and went up Van Ness avenue. Dr. Jones had to go to Alameda that Friday. Poor little Frank was left alone. "I'm going to see President Roosevelt any way," said Frank. He walked along Sacramento street, and soon saw a man in a buggy. "Will you take me to see President Roosevelt?" he asked. The man couldn't refuse. "Jump in," he said. So Frank saw the great President Roosevelt after all.

Stories.

THE CANARY AND THE HAWK.

A canary sat singing in a tree. An old hawk saw her. The hawk said, "I will eat you." The hawk caught the bird in his claws.

"Let me go!" said the little canary.

"I want to eat you," said the hawk.

"I am such a little bird," said the canary.

The hawk said, "I do not see any larger birds now, so I will eat you first."

THE GRASSHOPPER AND THE ANT.

One summer an ant made her nest and put some food into it.

In winter a grasshopper came to the ant and said, "Give me something to eat."

The ant asked her, "What did you do in summer?"

"I jumped and sang," said the grasshopper.

"Then you may jump and sing all winter," the ant said.

THE RABBIT AND THE TURTLE.

One day a rabbit met a turtle. "Let us run a race," said the rabbit. So they ran. The turtle crawled on slowly. The rabbit played in the grass. Then she ran as fast as she could. She caught up with the turtle. She lay down under a tree and went to sleep. The turtle crawled on and came to the oak tree. Soon the rabbit woke up. She ran again as fast as she could. She came to the tree and saw the turtle there. "I did not know that you could crawl so fast," said the rabbit.

THE WOLF AND THE FOX.

Once a wolf caught a fox. The wolf said, "Get me something to eat." The fox said, "Come with me." So they went on together. They came to two ducks. The fox took one. He gave it to the wolf. Then the fox ran away from the wolf.

The wolf ate the duck. He wanted the other duck. He went after it. He made so much noise that a man saw him. The man hit the wolf with a stick. The wolf ran away, too. He did not get the duck.

The wolf caught the fox again. He said, "Get me something to eat or I will eat you." The fox said, "Come with me." He took the wolf to a barn. There was a little hole in the door. They crawled in and found a fat pig. The wolf began to eat. The fox ate some, too. The fox went to the hole. He could still get out. The wolf kept on eating. A man heard a noise in the barn and went in. Then the fox crawled out at the hole and ran away. The wolf tried to crawl out, too, but he could not. He had eaten too much. The man killed the wolf. Then the fox was happy.

9. Type two may be presented and drilled upon in a similar manner.

FOURTH GRADE.

DAILY DRILLS.

While this Bulletin contains much material worked out at length, the author feels that a few drills given daily will help more toward acquiring correct forms than the study of too many details. The exercises should be given every day. In a country school they may be given to all the classes at once. The teacher gives the incorrect form, the children responding in concert with the correct form. After they have become fairly proficient, vary the exercise by having the children respond individually. Sides may be arranged and the sentences responded to, first by one side and then by the other.

The second exercise consists in answering the questions correctly. As soon as the children have learned to do independent work, these questions may be written on the board and answered in writing. The responses in the first exercise may also be given in writing if the teacher has the time.

DAILY DRILLS—FOURTH GRADE.

Teacher.

I seen a man.
He eat some candy.
I come to school yesterday.
She drunk a glass of water.
I done my work.
It is me.
It was them.
It was him.
It was her.
There is two books on the desk.
There was two apples on the table.
I have saw a man.
They haven't came yet.
I have rode to school every day.
They have went away.
I have drank some milk.
He rung the bell.
I loaned my pencil.
Can he come to see me?
Can I write on the board?
She learned me to spell.
Tom learned his dog to sit up.
The lady set down to rest.
I laid down yesterday.
You must not lay on the wet grass.
Lie this book on the table.
He lay his paper on the desk.
I sat the box on the table.

Pupil.

I saw a man.
He ate some candy.
I came to school yesterday.
She drank a glass of water.
I did my work.
It is I.
It was they.
It was he.
It was she.
There are two books on the desk.
There were two apples on the table.
I have seen a man.
They haven't come yet.
I have ridden to school every day.
They have gone away.
I have drunk some milk.
He rang the bell.
I lent my pencil.
May he come to see me?
May I write on the board?
She taught me to spell.
Tom taught his dog to sit up.
The lady sat down to rest.
I lay down yesterday.
You must not lie on the wet grass.
Lay this book on the table.
He laid his paper on the desk.
I set the box on the table.

Teacher.

What did you see this morning?
What did you eat for breakfast?
Did you come to school yesterday?
What did you drink this morning?
Did you do your work?
Who is knocking at the door?
Who took my book?
Who was talking?
What are there on the desk?
Were there two apples on the table?
What have you seen to-day?
Have they gone away?
Did he ring the bell?
Who lent me this pencil?
Does John sit in this seat?
Who sat next to you?
Who taught you to spell?
Did you lie on the wet grass?
Did you lie down yesterday?
Did he lay his paper on the desk?
Did you learn your spelling lesson?
What did you do with the box?
Ain't.

Pupil.

I saw a horse this morning.
I ate some mush for breakfast.
I came to school yesterday.
I drank a glass of milk.
Yes, I did my work.
It is they.
It was he.
I.
There are two books on the desk.
There were two apples on the table.
I have seen a horse to-day.
They have gone away.
He rang the bell.
I lent you that pencil.
John sits in this seat.
Tom sat next to me.
My teacher taught me to spell.
I didn't lie on the wet grass.
I lay down yesterday.
He laid his paper on the desk.
I learned my spelling lesson.
I set it on the table.
There is no such word.

VERBS. (Fourth Time Over.)

METHOD AND PURPOSE.—In the “fourth time over” the work need not be confined to the verbs given in the lists, but all in a certain story may be drilled upon. The purpose is to get the attention upon the verbs, so the story told need not be long nor new. The teacher may tell the story, illustrating it or in some way making it perfectly clear as to point and time. While telling the story, write the verbs on the board as they occur. The story this time is to serve as a proper setting, the attention being on the verbs. The children may then be asked for sentences from the story containing the verbs. These are to be written upon the board, read and copied by the children. Special drill must sometimes be given in spelling. The sentences may then be dictated to the class.

The story may now be reviewed, and reproduced by one of the children. By this time they should be able to put their attention on the subject-matter, having acquired the proper reflex for writing the verb.

See Introduction for purpose of telling the story.

After the story has been reproduced in writing, the teacher should take the papers, underline all incorrect verb forms (that is, all presented in class), and return the papers to the children. These should be the only marks made on the paper, unless there are some errors in the same sentence. In that case the errors should be corrected by the teacher. Put on the board the proper verb forms. The children should be able to correct their errors without this help, but for fear some might not know, the correct forms should be given. Ask them to copy correctly on a piece of paper the sentences in which errors occur, then to make up three of their own containing the word.

THE FOX AND THE CROW.

sat	wished	dropped	ran
went	said	caught	ate
saw	opened	did	

A crow sat on a tree, with a piece of cheese in her mouth. A fox went by. He saw the crow and wished to have the cheese for himself. "Ah, my friend," he said, "will you not sing for me? Your voice is very sweet. I would like to hear it again." The silly crow opened her mouth to sing. She dropped the cheese. The cunning fox caught it. He did not wait for the song, but ran away and ate it.

Ask the following questions; write the answers on the board, underlining the verbs; read the sentences, and copy them; the next day dictate the same sentences:

Tell me where a crow once sat. Who went by? Tell me what he saw. Tell me what he wished. What did he say? What did the crow do? What did she drop? What did the fox do?

THE DOG AND HIS SHADOW.

stole	saw	jumped
ran	thought	sank
looked	dropped	went

Once a dog stole a bone and ran away. He had to cross a bridge. He looked down into the water. There he saw his own shadow. But he thought it was another dog with a bigger bone. He dropped his own bone and jumped into the water to get the other one. He did not find the other dog there. His own bone sank to the bottom. So he went home hungry.

1. *Tell the story.*
2. *Write the verbs on the board as they come in the story.*
3. *Have sentences given from the story containing the words. Such sentences as these will probably be given:*

The dog <i>stole</i> a bone.	He <i>dropped</i> his bone into the water.
The dog <i>ran</i> away with the bone.	The dog <i>jumped</i> into the water.
The dog <i>looked</i> into the water.	The bone <i>sank</i> in the water.
The dog <i>saw</i> his shadow.	The dog <i>went</i> home hungry.
He <i>thought</i> it was another dog.	

4. *Copy the sentences.*
5. *Dictate the sentences.*
6. *Have the story reproduced.*
7. *Additional words for spelling:*

bridge shadow another bigger bone bottom hungry

THE RABBIT AND THE TURTLE.

laughed	asked	kept	lay
walked	began	jumped	won
offered	started	stopped	

Once a rabbit laughed at a turtle because he walked so slowly. The turtle offered to run a race with him. They asked the fox to be the judge. At a word from him the race began. The turtle started at once and kept

straight on. The rabbit jumped along for a minute. Then he stopped to play. Soon the sun became hot. The rabbit lay down and went to sleep. Soon he woke up and ran to the goal. The turtle was there already. So the turtle won the race.

1. *Copy these sentences. Write each italicized word three times:*

The boys <i>laughed</i> at the tricks.	He <i>kept</i> the little kitten well.
We <i>walked</i> to town to-day.	The dog <i>jumped</i> up and ran away.
I <i>offered</i> him my hat.	The <i>rabbit</i> stopped to rest.
We <i>asked</i> him to run a race.	The <i>rabbit</i> lay down to sleep.
The rabbit <i>began</i> to run.	The <i>turtle</i> won the race.
He <i>started</i> for the goal.	

2. *Write sentences using each of the verbs.*

3. *Additional words for spelling:*

turtle	judge	word	straight	minute
--------	-------	------	----------	--------

4. *Reproduce the story.*

THE ANT AND THE DOVE.

fell	dropped	raised
saw	climbed	ran
took	thanked	

A little ant fell into the water. A dove was sitting in a tree near by. She saw the ant in the water. So she took a leaf from the tree and dropped it down into the water near the ant. The ant climbed upon the leaf. She thanked the dove for saving her life.

The next day the dove was building her nest. Near by was a man with a gun. He raised his gun to shoot the dove. The ant saw the man. She ran up to him and bit his heel. The man was so hurt that he dropped his gun. The dove flew away. Soon after, the dove thanked the ant for saving her life.

1. *Copy:*

The ant <i>fell</i> into the water.	The ant <i>thanked</i> the dove.
The dove <i>saw</i> the ant.	The man <i>raised</i> his gun to shoot.
The bird <i>took</i> the leaf in its bill.	The ant <i>ran</i> up to the man.
She <i>dropped</i> the leaf into the water.	The dove <i>flew</i> away.
The ant <i>climbed</i> upon the leaf.	

2. *Reproduce the story.*

THE FOX IN THE WELL.

A sly old fox fell into a well and could not climb out. A goat went by. He saw the fox in the well. He said to the fox, "What are you doing down there?" "This is the nicest water I ever tasted," said the fox. "Come down and have a sip of it." So down jumped the silly goat. He was very thirsty, so he drank some of the water.

The sly old fox jumped upon the goat's back, then to his horns and out upon the ground. He went quickly away, leaving the goat to get out by himself.

1. *Write a sentence answering:*

What happened to a sly old fox? Who went by? What did he ask the fox? What did the goat do then? How did the fox get out?

2. *Reproduce the story.*

HOW A DOG GOT HIS DINNER.

there were	rang	had gone	handed
came	took	had given	ate
gave	did not see	reached	thought
wished	had waited		

In a town in the south of France there were twenty poor people who were served dinner at a certain hour every day. A dog came, too. He was in the habit of eating whatever scraps were thrown to him. Sometimes they gave him very little.

The people who wished this free dinner came to a window and rang a bell. They were handed their meal through a small opening. The one who gave the dinner did not see who received it.

One day the dog was very hungry. He had waited until everybody had gone. No one had given him anything. So he reached up, took hold of the rope with his teeth, and rang the bell. The man handed him out a good dinner. The dog ate it very gladly. After this he rang the bell for his dinner every day. The man thought him so clever that he was never refused something to eat.

THE BLIND SOLDIER.

there was	held	walked	began
played	gave	put	cried
sat	saw	took	

Once there was a poor, old, blind soldier. Every night he played his violin in the park to earn his living. His little dog sat beside him. The dog held his master's hat for the money. One night the old man was in trouble. No one gave him any money. The poor man was very tired and hungry.

A man was passing by. He saw the poor soldier. He walked up to him and put a coin in his hat. Then he took up the violin and began to play. He played so well that a great crowd gathered. Soon the hat was nearly full of money. The old soldier was so happy that he cried. The stranger was one of the finest violin players in the world.

THE TWO DOGS.

there was	wouldn't	reached	jumped	looked
met	tumbled	turned	brought	seemed
began	couldn't	saw		

Once there was a large Newfoundland dog named Brave. He was carrying a bone over a bridge. Right in the middle of the bridge he met another dog named Bruce. Bruce began to growl and bristle up for a fight. Brave wouldn't give up the bone, and Bruce wouldn't let him pass. So they began to fight. Both tumbled off the bridge into the water.

They had to swim a long distance before they could get out. Brave could swim easily. Bruce struggled hard, but couldn't reach the shore.

Brave soon reached the shore. He turned around to look for his enemy. He saw that Bruce was nearly drowned. The noble dog jumped into the water again and brought Bruce safely to the shore. They looked at each other as they shook their wet coats. They seemed to be saying, "We will never quarrel again."

THE CATS AND THE MONKEY.

there were	heard	put	saw
quarreled	brought	bit	swallowed
decided	cut	cried	

Once there were two cats who stole some cheese. They quarreled about dividing it. They decided that the monkey should settle the dispute. The monkey heard all they had to say. Then he brought out a pair of scales. He cut the cheese into two pieces. He put one piece at each end of the scales.

One piece was heavier than the other, so he bit off a large mouthful. Then the other piece was heavier, and he bit off and swallowed a mouthful of that. "Stop," cried both the cats together. They saw that the judge was eating up all their cheese. "Give us what there is left, and we will be satisfied." But the judge said, "If you are satisfied, the law is not." So he put the rest of the cheese in his mouth.

THE BOY AND THE WOLF.

thought	shouted	there was	told	cried
ran	left	laughed	came	there are

Once a boy was watching some sheep. He thought he would play a joke on some men at work in a field. He ran toward them and shouted, "A wolf! a wolf!" The men left their work and ran to kill the wolf. There was no wolf to be seen. The boy laughed at them and told them it was only a joke.

A few days afterwards the wolves came in earnest. The boy cried, "Help! help! wolves! wolves!" But the men said, "There are no wolves. He is only fooling us." The wolves killed many sheep. One of them was the boy's pet.

THE FROGS ASKING FOR A KING.

lived	threw	asked
wanted	hid	ate
sent	came	there were

Once some frogs lived in a pond. They wanted a king. So they sent one of their number to Jupiter to ask for a king. Jupiter threw down a great log into the pond. The frogs were very much frightened. They hid in the deepest part of the pool. The log did not move. Soon they came out. One climbed upon it. They did not wish this for their king, so they sent again to Jupiter. This time Jupiter sent an eel. The frogs were not satisfied with this. They asked again for a king. This time Jupiter sent a stork. The stork ate the frogs one by one. Soon there was none left in the pond.

ABBREVIATIONS.

1. Review the abbreviations taught in the Third Grade. See page 52.

2. Tell the children that in writing in sentences the names of cities and states, the name of the state is often abbreviated. Call attention to the period after the abbreviation, and the comma before and after the name of the state. Learn to write these:

San Francisco, Cal.	New York, N. Y.	Salt Lake, Utah (not abbreviated).
Los Angeles, Cal.	Boston, Mass.	Cleveland, Ohio (not abbreviated).
Chicago, Ill.	Portland, Or.	Denver, Colo. (or Col.).
		New York City.

3. Have the children use these in sentences. Write the sentences on the board. Have them copied and studied, and written from dictation:

San Francisco, Cal., is a western city.	Salt Lake, Utah, is the home of the
Los Angeles, Cal., has many visitors.	Mormons.
Chicago, Ill., is noted for its stockyards.	Did you visit in Cleveland, Ohio?
We visited New York City last year.	I have friends in Denver, Colorado.
Boston, Mass., is the center of learning.	

4. Sentences for copy, punctuation, and dictation:

John said, "I am going to Chicago, Ill., Wednesday at two o'clock."
"Did you visit New York City last October?" asked Mr. Johns.
"I have many friends in Denver, Colorado," said Mrs. Black.
"He will arrive in Boston, Mass., Wednesday, April 14, at 3 p. m.," she said.
Dr. White didn't stop at Salt Lake, Utah, when he went to Cleveland, Ohio.
"Last October she sailed for Portland, Oregon," said her sister.
"Does Mr. Jones live in Los Angeles, California?" asked the girl.
My sister was in New York City last New Year's Day.
He leaves for New York City next Tuesday at 5 p. m.

For copy and dictation:

Monday, May 10, Mrs. Brown and her two children went to Los Angeles, California. It was vacation. After staying two weeks in Los Angeles, Mrs. Brown asked, "Shall we not go on to Denver, Colorado?" The children were delighted, and answered, "Yes, and let us also stop at Salt Lake, Utah." "Very well," said the mother, and they started on their journey.

Anna and Mary have come from Chicago, Ill., to visit their cousin in San Francisco, California. They are going to make her a long visit. While they are here, Clara is going to show them the city. One day they are going to Golden Gate Park on a picnic. Next Thursday they will cross San Francisco Bay and spend the day in Berkeley. Monday, May 24, they will go to the Chutes for a good time. After they leave San Francisco, they are going to Portland, Or., for two weeks.

SINGULARS AND PLURALS.

1. The children have already learned the singular and the plural form of *box, man, tooth, foot, mouse, leaf, child, fish, dog, cat, horse, frog, boy, baby, lady, fly, knife, loaf, wolf, and calf*. Review these by writing them in a column on the board, and have the children spell the plural, while the teacher writes it opposite the singular. This list may then be copied, and studied, and finally dictated.

2. Use the same list as in exercise 1. Have the class at the board. A child gives a sentence containing the first singular noun in the list. All write the sentence. Ask to have the noun changed to the plural form. What changes, if any, must be made in the sentences? All write the same

sentence with the noun in the plural form. Use this list until the class know the words perfectly and are familiar with the terms, singular and plural.

3. Put this list on the board. Use it for copy, study, and dictation :

valley	valleys	peach	peaches
sheep	sheep	shoe	shoes
turkey	turkeys	picture	pictures
piano	pianos	woman	women
girl	girls	city	cities
book	books	wife	wives
goose	geese	dwarf	dwarfs
potato	potatoes	deer	deer
tomato	tomatoes	ox	oxen

4. Have sentences made containing the singular form. Change the sentences to the plural form.

5. Send the children to the board. Give the singular form. Have the children write the plural. Give the plural. Have the children write the singular.

6. Change to the plural form :

Did you visit the beautiful *valley*?
 Please sharpen my *knife*.
 Did you speak to the *child*?
 Have you seen the *sheep*?
 Come and see our Thanksgiving *turkey*.
 Call the *man*.
 Did they move the *piano*?

When will the *lady* call?
 How many *deer* did the hunter kill?
 The *girl* went skating.
 Will the *boy* be at the picnic?
 She studied about the *city*.
 The *dwarf* smelled the ham.
 Did you see the *box* on my table?

7. Use the following sentences for copy, study, and dictation :

Sherman and Clay sell many pianos.
 Wild geese flew by in large numbers.
 Tomatoes are very good to eat.
 He hung the pictures in his room.
 Many dwarfs smelled the ham.

There are many large cities in the United States.
 The wives of the officers sewed for the sick soldiers.
 The deer are feeding on the hillside.

8. Sentences for copy and dictation :

There are many beautiful valleys in California.
 Last Decoration Day many ladies visited the graves of the soldiers.
 Were there many babies in Golden Gate Park May Day?
 Did you ever see the deer in Golden Gate Park?
 Many turkeys are killed for Thanksgiving Day.
 "These pictures show some very old cities," said John.
 "Did you give those knives to the children?" she asked.
 These books contain many stories about dwarfs.
 How many cities did those girls visit last January?
 The men took their wives and children to the Chutes.
 There was a sale of pianos on Market street last Thursday.
 "I saw many sheep and geese on the farm," said Miss Brown.

Review.

1. Write the names of all the holidays you know. Write opposite each the name of the month in which the holiday comes. Write a sentence telling how we celebrate each holiday.

Write the names of the days of the week.

Write a sentence giving the name of a friend of your mother; of a friend of your father; of a physician you know.

Write a sentence giving the name of a street; the name of a city and the state in which it is.

Write a sentence telling when your next birthday will be. Write a sentence telling the city in which you were born, the state, and the date.

2. Instead of *said* or *asked* the following words may be used:

answered	spoke	called
inquired	whispered	shouted
replied	cried	yelled.

Write nine sentences using these words correctly. Have each sentence contain a quotation.

3. Write sentences containing these words:

see	sit	go	drink	drive	win
eat	come	lie	write	fly	teach
begin	do	sing	know		

Change your sentences to the singular form. Change your sentences so past time will be shown.

4. Dictate:

Mary said, "My cat caught a mouse."
The boy said, "He taught my dog to jump through a hoop."
John replied, "I lent him my book last week."
Washington said, "He went through the battle bravely."
"My birthday is in October," said Mary.
He asked, "In what month is Thanksgiving?"
"Thanksgiving comes in November," replied the teacher.
"Wednesday will be a holiday," said they.

Past Tense of Verbs. Capitals. Quotations. Too.

5. Dictate:

They saw their cousin in Sacramento.	"It taught me a good lesson," said John.
They waited too long in Oakland.	"He won the race by three feet," replied Ned.
John said, "The man built a new house in San Francisco."	"Did she make her story too long?" asked Alice.
The work was done too long ago.	"She borrowed my knife in February," said he.
The boy asked, "Have you a cousin living on California street?"	
I think Mary was too polite to go.	

4. Sentences for copy, study, and dictation:

Mrs. Brown said, "We went to the country last August."
The last Thursday in November is Thanksgiving Day.
The women walked down Market street last Wednesday.
Dr. Jones asked, "Do you live in San Francisco, California?"
The two boys won the race May Day.
The girls began to study January 7, 1906.
"Was Miss White here on Christmas Day?" asked John.
The children ran to school last Monday.
The ladies wished to go to the country last Fourth of July.
"I live in Oakland, California," said Mr. White.
The men caught many fish last September.
The boys played ball on New Year's Day.
We brought flowers to school Decoration Day.
The child kept the books until February 4, 1904.
The little boy ate too much candy.

The lady handed the little girl some boxes.
 Tom asked, "Is Admission Day a holiday?"
 When did he put the knives on the table?
 The little boy climbed the tree last Friday.
 Did the men march down Fillmore street on Labor Day?
 We visited Berkeley, California, Washington's Birthday.
 I thought that you would visit Mrs. Jones in October.
 "The valleys are very beautiful," said he.
 We climbed the mountain the first Saturday in December.
 Did you see the oxen that were in the meadow Sunday?
 They are going away either the 3d of April or the 6th of July.
 "The dog bit the little girl last Tuesday," said Dr. Brown.
 Mr. White said, "We saw many beautiful things when we
 stopped in the different cities."
 The leaves fell to the ground last September.
 Did Mr. White visit Alameda, California?
 The potatoes did not grow last year.

For copy and dictation:

The children wanted to go on a picnic to Golden Gate Park. They did not live in San Francisco. Their homes were in Oakland. They thought that May Day would be a good time to go. They were up at 6 a. m. They hurried to put up their lunch, which they carried in two big baskets. They went to Stow Lake in Golden Gate Park. There they played all day. When they were hungry they sat on the bank of the lake to eat their lunches. They fed the swans crumbs of bread. About 5 p. m. they started for home.

Once there were two little German girls. They were neighbors and lived in Los Angeles, California. They couldn't speak English, and were sometimes very lonesome. On Christmas Day they received many pretty toys. There was everything they had wished for. How happy those children were with their new playthings.

It was November 28, the day before Thanksgiving. Little Nellie was playing on the doorstep. Her mother was baking pies for the next day. "Don't go away, Nellie," she called. Nellie had wandered a long way from home the week before. She was tired and lay down in the sun. Soon her mother forgot her and she slipped away. Down in the orchard there was an old well. Nellie thought that would be a good place to play. The old dog Jack knew that Nellie shouldn't play there. Old Jack began to bark, and mother went to look for her little girl. She found her there by the well with Jack sitting near.

THEIR.

1. Tell the class this story:

Once I took a long trip on the train. We reached a small town one day, to find the train ahead of us off the track. I looked about for something to do while I was waiting. Soon I saw the schoolhouse, and decided to visit it. But what was my surprise on reaching the building not to find any signs of anybody. The doors were open, and I went in. I knew the children must be near, for I saw their hats hanging in the cloakroom.

Step to the board and write: "I saw their hats." "Now tell me something else I saw that belonged to them." The following sentences will be obtained. Write them on the board:

I saw their coats.	I saw their school bags.	I saw their umbrellas.
I saw their books.	I saw their book straps.	I saw their lunch baskets.

"I went into the schoolroom. There I saw what?"

I saw their desks.	I saw their papers.	I saw their pencils.
I saw their drawings on the board.		

"Soon I heard a noise, and looking around I saw the children coming. Then I saw what?"

I saw their teacher.	I saw their hands full of flowers.	I saw their dresses.
----------------------	------------------------------------	----------------------

“The teacher invited me to stay until noon. Then I went home to lunch with three little sisters. What do you think they showed me?” Have the children each write a sentence on the board.

They showed me their toys.
They showed me their pictures.
They showed me their mother.
They showed me their pets.

They showed me their garden.
They showed me their flowers.
They showed me their story books.

2. Have the children copy ten of these sentences.

3. Write sentences with the following:

their gardens	their large horse	their trees	their money	their examples
their lessons	their books	their houses	their own way	their banner

4. Answer the following questions in good sentences:

Of what do the Eskimos make their houses?	What do good children do with their toys?
Where do toads lay their eggs?	How should children study their lessons?
Where do the tent-moths lay their eggs?	Where do woodpeckers get their food?
Where do woodpeckers make their nests?	When do the farmers plant their grain?

5. “Once I knew two little girls who were very untidy. A friend came to take them to ride, but they could not find their things. They cried bitterly when the friend drove away without them.” Write six sentences telling where they found their things.

6. Write sentences telling what the mother-rabbits teach their young; what dogs teach their young; how the mother-toads treat their young.

7. Make ten sentences containing *their*.

8. Tell the following story:

IKWA AND MAGDA.

Far, far away in the North the winters are long and cold. Here in the land of the Eskimo lived a little girl and her brother with their father and mother. The little girl's name was Magda, the little boy's Ikwa.

Now, Ikwa and Magda lived in a house very different from ours. Their house was made of snow. It was not very hard to build, for their papa built it in one day. He cut big blocks out of the snow and put them carefully together. He left a hole in one side, through which they had to crawl inside on their hands and knees. The inside of their house was very queer.

They had only one room, in which everything was done. Their beds were made on a bench of ice, and were covered with heavy sealskins. Their stove was not like ours, either. They had a lamp, with which they cooked their food and kept themselves warm. When dinner was ready, they all sat down on the floor around a large bowl, and ate from it with their sealskin spoons and bone knives.

Now I am sure you would like to know how Ikwa and Magda spent their time. In the Northland all the little boys and girls have sleds. Ikwa and Magda had a pretty one, which their papa had made for them. The runners were of bone, and the top of strips of sealskin. Their papa had brought back these things from his long fishing trip.

What fun Ikwa and Magda did have with their sled! Sometimes they played a game. Whenever papa killed a deer, he gave the children the antlers. The children set up these antlers in the snow, leaving a short distance between them. Then they rode through on their sled, and shot at the antlers with their arrows. It was very hard to hit them.

Neither Magda nor Ikwa ever could write their names. They did not go to school, for there was none to go to. The children knew a great many stories, though.

Another game which Magda and her brother would play was very funny. They often sat on the floor together in their little house. Then they would hold their toes with their hands, and move along by jumps. Oh, what fun they had, and how they would

jump! The one who could go the faster would beat, and how little Ikwa and Magda would jump and tumble around on their floor!

Magda's little dolls were made of wood, and their clothes were of sealskins and furs. Both she and Ikwa spent many happy hours with them.

The little boys and girls of the far North like candy as well as their little cousins of the South, but I am sure you would not like their candy when I tell you what it is. It is the red skin of a bird's foot, soaked in fat. Magda and Ikwa ate it and liked it. I wonder why? Because their cold climate makes them like fat.

9. Answer the following questions:

With whom did Magda and Ikwa live?	What did they do with their sled?
Of what was their house made?	What game did the children play at night?
How did they get into their house?	What did Magda play with?
Tell how their beds were made?	Their clothes were made of what?
How did they keep warm?	Of what was their candy made?
Where did their papa get the material to make their sled?	

10. Reproduce the story.

11. Have the children tell what *their* stands for in each sentence.

12. Underline every mistake in their compositions, then return the papers. Have the children correct the sentence, rewrite it twice, then make up two of their own like it.

THE DANDELION.

Years and years ago many little stars lived in the sky with their mother, the moon, and their father, the sun. Their mother called them every night to come out and shine to make the earth lighter. One night she called, but they came very slowly, and would not shine. Now they had always been good, so their mother felt sad to see them so bad. She called out some other stars to take their places. The naughty stars felt themselves falling, falling from the sky. They fell until they reached the earth. There they cried themselves to sleep. In the morning their father, the sun, woke them up. The stars felt very sad. Their father was sorry, too. He said, "I will make them shine on earth, so it may be beautiful." He turned them into dandelions. We may see them shining out like stars in the green grass.

13. Sentences for copy and dictation:

Did they visit their cousins in Berkeley last Saturday?
Many ladies took their children to Golden Gate Park Admission Day.
They have gone to Cleveland, Ohio, to visit their relatives.
"We couldn't go to their house last Decoration Day," said Mrs. Smith.
Their friends will arrive in San Francisco next Tuesday at 4 p. m.
The children took their two dogs with them to New York City.
"Didn't the boys put their pictures into their boxes?" she asked.
Their coats and hats have been here since last Thursday.
They didn't bring their books to school last Saturday.

For copy and dictation:

One lovely summer day some children took their lunch and went to the Cliff House. It was Saturday, June 5, 1908. Their mothers went with them. They went on the 9.30 a. m. train. On the train they met some of their friends. When they arrived at the beach they took off their shoes and stockings and went in wading. The children and their friends played in the sand all afternoon. There were many holes full of water when they finished. They went home on the 4.30 p. m. train. They took their shells with them.

Their mother had promised Rose and Mae a party. It was their birthday. The party was to be Saturday, June 12, 1908, at 2 p. m. Some of their friends lived in Oakland.

They were coming to the party, too. Rose and Mae lived on Haight street in San Francisco. Their friends brought many presents to the two little girls. Their aunt gave them something better than a present. Both little girls loved to visit their aunt, for she lived in the country. She invited them to spend Thanksgiving Day with her in the country. You may be sure the little girls thanked their aunt and all their friends and their mother for the lovely time they had. Their friends started home on the 7.30 p. m. train.

THOSE.

1. Place several of as many kinds of pens, pencils, books, papers, pictures, etc., as you can get in various parts of the room, as far away from yourself as possible. Then say, "Will you bring me those red lead pencils, John, please?" After all the things have been brought to the desk, say, "Now you may see if you can remember what each person brought." Insist on each child using the word *those* and looking at the things he brought. If he doesn't, you say, "Which ones?" and as he points to them, he says, "Those."

2. Write on the board the sentences given, have them read aloud, and copied.

John brought those red lead pencils.
I brought those reading books.
He brought those framed pictures.

I brought those colored pictures.
Mary brought those spelling papers.
May brought those large boxes.

3. Have the children make sentences about the objects in the pictures on the wall, using *those*. Write them on the board, have them read, and copied.

Those sheep are lying in the shade.
Those apples are red.
I see those men driving the sheep.
Those kittens are drinking milk.

The heads of those horses are pretty.
Those trees have no leaves.
Those flowers are in a vase.
Those birds have pretty colors.

4. Dictate ten sentences, taking them from exercises 2 and 3.

5. Have the children make sentences containing the expressions:

those oranges	those books	those examples	those marbles	those horses
those knives	those things	those houses	those girls	those stones

6. Have the children complete these sentences, using *those*:

I do not like	She is telling me about	The boys saw
I can not play with	I am going with	John brought me
He looked at	I didn't say	I didn't do
The boy is thinking about		

7. Have the children make ten sentences containing *those*.

Review.

Those. Their.

1. Make up a sentence telling about your books at home, using *those*. Tell about the children in the next grade; tell about the stores down town; tell about the pieces of chalk in the box, using *those* every time.

2. Dictate to the class:

Those men rode their wheels.
Those apples are sour.
Their desks are in good order.

Their hats hang on those hooks.
She told those boys to read their lessons.

3. Make up ten sentences, using these expressions:

those dolls	those horses	those books	their desks	their tops
those pencils	those words	their lessons	their parents	their playmates

4. Sentences for dictation:

Bring those books to their house next Saturday.
Did those girls send their letters to Salt Lake, Utah?
Their friends are going to visit those cities next February.
Those two boys took their dogs with them to Chicago, Illinois.
"Where did those ladies buy their flowers?" asked Dr. Brown.
Did those men meet their friends in New York City?
"Those books belong to their brother," he said.
At what hour did those children leave their home?

NATIONALITIES.

1. The children have had enough geography by this time to be familiar with the names of the different countries. The names of the people who come from these countries are then easily learned. Put on the board at the children's dictation a list of the countries they know. It will probably be something like this:

America	Americans	Germany	Germans
England	English	France	French
Scotland	Scotch	Russia	Russians
China	Chinese	Spain	Spaniards
Japan	Japanese	Italy	Italians
Philippine Islands	Filipinos		

Write down opposite the name of each country the name of the nationality. Call attention to the fact that they are always written with capital letters. Have the children give sentences about each one. These sentences should tell something about the people. The following were given by Fourth Grade children:

Americans are very busy people.	German children obey their parents.
English gentlemen like to hunt.	French ladies dress beautifully.
Burns wrote about Scotch life.	The Japanese won from the Russians in the war.
The Chinese and Japanese eat much rice.	Spaniards like to go to bull-fights.
The Americans are teaching the Filipino boys to read English.	Many of our best singers are Italians.

2. Have the children make out the list of countries, and write the nationalities.

3. Use the following sentences for copy, study, and dictation:

The Scotchmen went to the park to bowl Saturday.
Many Italians land in New York City every week.
The Spanish girls danced last night.
The two Japanese boys will be here to-day.
The American boy is learning to speak German.
Some Filipino boys went to the American schools.
The Englishmen played cricket Saturday.
Los Angeles, Cal., and Salt Lake, Utah, are well-known American cities.
Many Chinese and Japanese come to San Francisco every year.
"Are those two boys English?" asked John.
The Spanish boy came to see me last Saturday.
There are many Italians in San Francisco.

Review.

1. *Dates in sentences. There—Their.*

The girls will sing their new songs October 10, 1907.
The children went to the picnic February 22, 1903.
There were many people in San Francisco April 18, 1906.
The teachers will take their children to the park to-morrow, April 17, 1907.
September 8 is my birthday.
On the 3d of January there will be many visitors.
Didn't you have a good time Fourth of July?
I will be six years old August 27, 1907.
"Were there too many pens given out?" asked Mary.
The two boys brought their books to school.

2. *Holidays. Abbreviations. Months of year.*

Christmas comes in December.
Mrs. Jones asked, "Did you attend the exercises Decoration Day?"
The last Thursday in November is Thanksgiving Day.
New Year's Day is a time to begin new work.
Mr. Brown said, "I shall march in the parade Labor Day."
"We will have fireworks Fourth of July," said Dr. Carpenter.
Will they go out of the city May Day?
We shall have vacation Washington's Birthday.

3. *General review:*

There are the two books which belong to the Spanish boys.
The boy teaches his dog to jump rope.
John said, "I saw those frogs yesterday."
Did you hear the Italian girls sing their songs?
The baby learns to clap his hands, too.
"Did you lie on the grass?" asked Tom.
The Scotch boy laid the books on the table.
"There were too many Chinese there last night," said Mary.
The two girls taught their sisters to sing.
Did you see the two wolves on the side of the mountain?
The French women offered to help the Americans.
The German boy sat in that chair.
The two boys were too late to see the deer.
Mary asked, "Did you set the vase on the table?"
The Japanese boy lay on the floor.
When the little girl fell she broke her teeth.
Who laid those tomatoes on the table?
The babies learned to walk yesterday.
The two girls will teach their sister to dance.
"The English boy thought the valleys were very beautiful," said John.
The boy hurt his feet when he jumped from the tree.
May asked, "Is it too warm to go away?"
"Those Englishmen didn't get here on the 4 p. m. train," he said.
Did those Filipinos arrive in Oakland Tuesday, October 4, at five o'clock?
"Send those pianos to Boston, Massachusetts," said the man.
Why didn't those two German boys bring their books to school last Wednesday?
"Are those ladies French?" asked Miss Brown.

4. *For copy and dictation:*

November, December, and January are the winter months. In Boston, Mass., it is very cold during this season. Nevertheless Thanksgiving, Christmas, and New Year's come then and we have good times indoors. In February, March, and April the rain and wind come. The rain brings the pretty wild flowers. Our next season is summer. The summer months are May, June, and July. Every one looks forward to vacations then. In autumn, August, September, and October, the flowers die. The leaves fall from all the trees. Of all the seasons, I like winter best.

QUOTATIONS.

1. The forms of quotations to be mastered in this grade are:

John said to me, "I am ten years old."
John asked me, "Where are you going?"
"The boy," said John, "is not to blame."
"Are you," asked John, "to leave school?"

The method to be followed is essentially that of the Third Grade. The teacher calls upon a child to say something to John about his pet. The child rises, saying, "I have a pet cat." The teacher writes this on the board, putting quotation marks around it, the children telling her that is what Tom said. The teacher then asks, "How shall I know to whom it was said?" When the answer is given, write *Tom said to John* before it, putting in the comma. Then the sentence reads: Tom said to John, "I have a pet cat." In the same way several sentences may be procured, written on the board, and punctuated by the teacher at the suggestion of the children.

2. Copy:

The boy said to his sister, "We do not have school to-morrow."
Mary said to John, "My pet cat is very playful."
Tom said to Ned, "My dogs will bring back sticks."
Mama said to baby, "Do not touch the books."
The teacher said to the class, "Please walk quietly."

3. Dictate to the class the above sentences.

4. Write the following sentences on the board one by one. Have the children look at the sentence. Then erase it, and have the children write it. It is better to have the class at the board for this exercise. If a child has it wrong, he may look at the work of one who has it right, and then make his own right. If the teacher can secure an ordinary window shade that moves up and down by means of a spring, the work may be varied. The window shade may be fastened just above the top of the blackboard. Instead of erasing the sentence, the teacher may pull the shade down over it. After the children have written it on the board, the curtain may be raised. Each child can then correct his own work.

Sentences to be used:

John said to his dog, "Go home."
Mary said to her sister, "This is yours."
The boy said to his top, "Spin, top, spin."
The man said to his horse, "You have worked well."
The girl said to the baker, "I wish a loaf of bread."
The man said to his son, "Your work is well done."
The child said to me, "A cat caught my bird."
My sister said to me, "The calf has pretty eyes."
The woman said to her son, "You are a help to me."
The boy told his cousin, "We can get a squirrel in that tree."

5. The children may copy sentences from the reader or from the board until they can write this form without error. They may then take up the broken quotation.

6. If the children know where to put these marks, but are careless, have them copy an article from which the quotation marks have been omitted.

THE WOLF AND THE LAMB.

A little lamb was going to its home. It met a wolf. The lamb said to the wolf, "I know you want to eat me." The wolf said, "Yes, I do." The lamb said to the wolf, "Please sing before you eat me and I will dance." So the wolf sang and the lamb danced. Now the dogs heard the wolf sing. They ran to see what was the matter. The lamb ran away and left the wolf to the dogs. The dogs ate the wolf.

7. Sentences for copy, punctuation, or dictation, if broken quotations are given:

"When," asked John, "are those two Spanish boys coming to school?"

Tom said to his brother, "Those Italian children will be here on the 3 p. m. train."

"I'm going to Berkeley," said Mary, "next Thursday at 5 p. m."

"Can you come with us," she asked, "next Tuesday at five o'clock?"

"May I go with Mrs. Smith to Golden Gate Park Decoration Day?" John asked his mother.

"Next Tuesday," said Mary, "will be Christmas."

"I know," said the boy, "that Thanksgiving is the last Thursday in November."

The boy said to his sister, "I would like to go to the Cliff House next Saturday."

"How far," asked the boy, "is New York City from San Francisco?"

John asked his father, "Are there many Chinese in San Francisco?"

"Come to see us," said the little English girl, "next Saturday at 2 p. m."

Review.

1. *Those, Their, Quotations.*

Sentences for study and dictation:

He asked me, "Do *those* apples belong to Harry?"

I replied, "*Those* apples are mine."

The boy asked his father, "Are *their* horses for sale?"

The father replied, "*Their* horses were sold yesterday."

I asked my sister, "Will you help me fix *their* May baskets?"

My sister said, "Yes, with pleasure."

"*Their* roses are beautiful in June," said my mother.

"*Those* houses are to be painted alike," said my brother to me.

"Are *those* pencils to be given to *their* owners or kept here?" asked the monitor.

The teacher said to the monitor, "The children are to keep *their* pencils."

2. *Quotations. Time.*

Sentences for study and dictation:

Mrs. Brown asked, "Is it four o'clock?"

Dr. White said, "I will be there at 4.30 p. m."

We are going Wednesday at 5.20 a. m.

Miss Reed left Thursday at three o'clock.

"Is 2.20 p. m. too late to go?" asked she.

"We must be at school at 8.45 to-morrow," said John.

"Send my boys home at five o'clock," said Mrs. Brown.

2. *Contractions. Too, two, to, Their, There.*

Sentences for study and dictation:

"Can't you come to our house?" she asked.

"We saw *their* pet rabbits," said John.

There are two books on my desk.

The little girl ate too much cake.

Did she eat more than two pieces?

"Isn't your dress finished?" she asked.

"Are there any pencils in *their* desks?" asked the teacher.

We haven't heard you sing.

Aren't the two boys going fishing to-morrow?

4. Exercises in "English Lessons, Book One," Lesson III, p. 147.

5. For copy and dictation:

Friday, February 21, 1909, was little May's birthday. She would be nine years old. As the next day was Saturday, her mama said that she could go to Golden Gate Park with her little friends. May was so excited that she woke up at two o'clock. It was hard for her to go to sleep again. At last she heard her mother calling, "Aren't you going to Golden Gate Park with us?" May jumped out of bed and soon was ready. She was too happy to sit still in the car. When the party arrived at the park they saw flags flying. "What are they for?" asked May. "Why to-day is Washington's Birthday," said a little girl. "Flags are flying in every city in the United States," said her mother. The children played all day long, and were sorry when the time came to go home.

SPECIAL VERBS.

Lay, Laid.

1. Say to the class, "I am going to do several things for you. When I get through I wish you to do just as I did." Write the sentence as you do it.

I lay the pen on the desk now.
I lay the pencil on the desk now.
I lay the eraser on the desk now.

I lay the ruler on the desk.
I lay the chalk on the desk.

Then call on different children to lay down such articles as paper, chalk, books, sponge, slate, etc., giving the present tense as the act is performed. Then say to them, "I laid down five things on the desk for you. Do you remember what they were?" Insist on the clear enunciation of the word *laid*. Then each one tells what he laid down, and where he laid it.

2. Have the following commands written on the board; have the acts performed, and after the children have reached their seats again, have them tell what they have done:

Lay down your pen.
Lay your coat on my chair.
Lay the pencil on my desk.
Lay the eraser in the chalk tray.
Lay your paper on the table.

Lay the book on Tom's desk.
Lay this note on your desk.
Lay the blotter on Mary's desk.
Lay the doll on the bench.
Lay my book on your desk.

3. Have the children write sentences telling of the acts performed in exercise 2.

4. Have the children make up sentences telling where John laid his knife, when he laid it there, why he laid it there; where he laid his books after school; where he laid the eraser, the chalk, his pencil, his pen.

5. Have the children give commands to each other. After the child has performed the act, have him tell what he has done.

6. Dictate the following sentences:

Lay your books away carefully.
I laid my dress away after the party.
I laid the pen down on my desk.
I lay my pen down carefully every day.
The boys laid their hats on the grass.

She always lays her pencil down quickly.
Mary laid the clean clothes away.
The boys laid their coats on the hay.
The girl lays her books neatly in her desk.

7. Fill in the blanks:

Decoration Day we —— the flowers on the graves of the soldiers.
Miss Jones said, "—— your papers on the desk."
"Did you —— that book here yesterday?" she asked.
"I —— my hat on this table last Thursday," said their sister.
"Where did you —— that piece of paper?" the teacher asked.
"Wednesday, June 15, 1909, we —— all our books away," said the children.

Learn, Learns, Learned.

1. Say to the class, "Last night I learned to spell a word. Tell me one thing you learned to do to-day." Write these sentences on the board:

I learned how to spell a word last night.	I learned how to write a word to-day.
I learned how to do an example to-day.	James learned how to sit in attention to-day.

"Tell me what your dog learned to do. Tell me what the circus animals learned to do. Tell me what the horse learned to do." Write the answers on the board. They will be such as these:

My dog learned how to jump rope.	The elephants learned how to dance.
My dog learned how to bring in the paper.	The horses learned how to walk up steps.
My dog learned how to beg for his dinner.	The horses learned how to stop when the
The seals learned how to play the drums.	man speaks to them.

"Tell me what you learn to do every day."

I learn how to write.	I learn how to read.	I learn how to sing.
I learn how to spell.	I learn how to do examples.	

"Tell me what the baby learns to do."

The baby learns to talk.	The baby learns how to laugh at me.
The baby learns to walk.	The baby learns how to clap his hands.
The baby learns to pull my hair.	

Read these sentences aloud, copy as many as there is time for, and underline the word *learned*, *learn*, or *learns*.

2. Have the class answer the following questions, then read aloud their answers:

What does a frog learn to do?	Tell me what three games you learn at
What does a baby bird learn to do?	school.
Tell me what three things you learn	Tell me what our frog learned to do.
every day.	What did the baby learn?

3. Dictate ten sentences from exercise 7.

4. Go quickly around the class, row by row, giving the first sentence and having each one answer quickly in turn; as, "I learn my spelling lesson every day." To the second row: "The boy learned how to swim last vacation," etc. Have them write as many of the sentences as they can remember.

5. Have the class write four sentences containing *learn*, four containing *learns*, and four containing *learned*.

Set, Set, Setting.

1. Say to the class, "Look to see what I do, listen to what I say." Then set a box down on the table, saying as you do so, "I set the box on the table. Who can set something else down and say the correct thing?" Have several children do so. "Now, tell me what you did. How can we tell

whether we are just doing it, or whether we have done it?" "We must add a word or say *am setting*," the children will answer.

Write the sentences they give on the board, having them add a word to tell when, or add *ing*. Have the children read the sentences aloud, then copy them.

I set the box on the table five minutes ago.	I set the bookcase by the door yesterday.
I set the box down now.	Papa set up a new stove last night.
I am setting the box on the table.	I set the vase on the desk now.
I set the dishes on the table last night.	I set the table for mama every day.
I am setting the cup up on the shelf.	I set the clock on the table before recess.

2. Have the following commands written on the board. Call on a child to read, perform the act, and then tell what he did:

Set the chair by the door.	Tell Paul to set the chair by the door.
Set the inkstand on your table.	Set the dish on the table.
Tell Tony to set the dish near you.	Set the jar on the floor.
Set the dish on my desk.	Set the basket on the chair.
Set the jar near the window.	Set the chair near me.

3. Dictate the sentences in exercise 13.

4. Have the children write their own sentences, after placing the following on the board, then have them read aloud. After this they may make ten sentences of their own:

We	}	set	{	jar	on the ground
You				dish	near you
I				box	
They				trunk	by the door
He				vase	
She				cup	in the yard

5. Tell this story, have them reproduce it orally, and then in writing. Mark all the mistakes in *set*. Have them rewrite three times the sentence in which the mistake occurs, then write three of their own:

Dan, his mother, and his little sister Ruth were just moving into a new house. The day was a very busy one for them. When evening came, they had not quite finished the work. Dan helped his mama very much. "Where shall I set this?" he cried, holding up a clock. "Set it up on the shelf near the window," said his mother. Dan set the clock on the shelf, and ran off to get some other things. "Help me set the bookcase near the door," said his mother. While Dan and his mother were doing this, Ruth set the dishes on the table. Soon they finished and ate their supper. Then mama read them a nice long story before they went to bed.

Review.

Those. Their. Quotations. Special Verbs.

1. For study and dictation:

The boy asked, "Shall I *lay* the blotters on the desk?"

"Yes, *those* blotters are for my use," said the teacher.

She said to the man, "Do *those* elephants learn *their* tricks easily?"

The man replied, "It takes much patience to *teach* them *their* tricks."

"Will you *lay* my hat beside me?" asked the old man.

"*Set* the vase on the shelf," said her mother.

"*Those* red roses look very pretty," said the girl.

"When the children *learn their* lessons we shall go," said the mother.

"*Those* are the examples that we did yesterday," said the pupil to his teacher.

"*Set* the box where it may be easily found," said mama.

2. Fill in blanks:

The man ——— the knife on the table. ——— apples are good to eat.
The girl ——— the table nicely. I saw them ——— books on the desk.
I ——— my lessons well.

3. Write two quotations telling:

Where the boy set the basket.
Where the girl laid her pencil.
What you learn at school.

4. Write a quotation containing a question about:

Setting away the lunch baskets.
Laying away their clothes.
Those toys.

5. Sentences for copy and dictation:

Dr. White said to his son, "Do not let those books lie on the wet grass."
"Did those boys teach their dog to sit up?" John asked Tom.
"Those girls taught their little sister to set the table," she said.
"Haven't those boys learned their lessons for Tuesday?" asked the teacher.
"Set those boxes on my table," she said.
"Do not let those boys lie on the wet grass," said Dr. Green to their mother.

NAMES OF BOOKS, POEMS, AND NEWSPAPERS.

1. Ask the children the names of some of the books they have read.
Write them in a list on the board.

Third Reader.
Black Beauty.
Alice in Wonderland.
Jungle Book.
The Old Clock on the Stairs.

Have the children notice that the principal words in the titles begin with capital letters just as the titles of their compositions do. Have them watch you while you make one of these into a sentence and write it upon the board. "We have nearly finished reading our Third Reader." Did I use the capital letters just as I did when writing it in the list? Is there any difference that you can see? Bring out the fact that when a title of a book, poem, or composition is used in a sentence it is sometimes inclosed in quotation marks. Have the children make up sentences about each of the books, write them upon the board, and have the children put in the quotation marks. These marks are not necessary. The child may put them in or not as he sees fit, but if they appear in one sentence, they must appear in all of them.

These sentences may be used for copy, study, and dictation:

Our teacher is reading "Black Beauty" to us.
"Alice in Wonderland" is an interesting book.
"The Jungle Book" was written by Kipling.
We read "The Old Clock on the Stairs" yesterday.
"Raggybug" is the story of a cotton-tail rabbit.
"Secrets of the Woods" was written by William J. Long.
I like "Alice in Wonderland" and "Black Beauty" the best of all the books.
Mary is reading "Little Women."
John will get "Robinson Crusoe" from the library Friday.

2. In the same way teach the children to write the names of newspapers, first in a list, and afterwards in sentences with the quotation marks.

San Francisco Chronicle.	The Call.
The Evening Herald.	San Francisco Examiner.
The Evening Bulletin.	Saturday Evening Post.

3. Sentences for copy, study, and dictation :

My father takes the "San Francisco Chronicle" and the "Evening Bulletin."	I sell the "Saturday Evening Post."
John sells the "Examiner."	The "Evening News" sells for a penny.

4. Make three sentences of your own about books in this list :

Fairy Tales.	Wilderness Ways.
Mother Goose.	Children of the Cold.

Make two sentences containing the names of newspapers.

5. Learn to write this sentence :

The books Lincoln knew by heart were "Robinson Crusoe," "Æsop's Fables," "Pilgrim's Progress," "History of the United States," "Life of Washington," and the "Bible."

SUBJECT PRONOUNS.

1. Write on the board these two sentences: "John played ball." "I played ball." Ask the children to combine the two, telling who played ball. Write the new sentence on the board. Then read, "John walked to town." "I walked to town." Combine, telling who walked to town. Write combination on the board. In the same way use :

John read the book.	He can not come.	Tom was good.
He read the book.	The girl can not come.	She was good.
Frank picked an apple.	Tom saw the silkworms.	He ran home.
He picked an apple.	He saw the silkworms.	She ran home.
Jessie sewed yesterday.	Jack read the book.	He did the work.
I sewed yesterday.	He read the book.	I did the work.
The boy rode the horse.	Fred may go.	
I rode the horse.	You may go.	

2. Have the children read in concert the combined sentences and then copy them.

3. Dictate the sentences that were copied in the first lesson.

4. Send two boys to the door. Say to one, "Who are at the door?" Write his reply on the board. Have the children read it aloud, then copy it. Ask one of the children to tell who were at the door, using only one name. Write the reply, read, and copy. At the end of the lesson have the sentences copied; as,

Tony and I are at the door.	John and we are writing on the board.
Tony and he were at the door.	He and they were writing on the board.
Elsie and we are at the window.	Elsie and I are feeding the silkworms.
Elsie and they were at the window.	Elsie and she were feeding the silkworms.
He and I are in one seat.	He and I are standing by the stove.
He and I were in one seat.	He and she stood by the stove.

You and Ben were carrying the water.

5. Put two columns on the board, and ask the children to make sentences; as,

Tom and he	made
Jack and she	walked
My brother and I	rode
Your sister and they	saw
They boy and we	wrote
Joe and we	read
Bessie and I	came
He and I	threw
He and she	caught
	fed

6. Sentences for dictation:

Ben and I play ball every day.
He and the boys are in the garden.
She and the girls are studying their spelling.

7. Tom went with your family on a picnic. Tell me what kind of a time you had, using Tom's name. Tom went with you fishing. Tell me how many fish you caught, using Tom's name.

I	she
you	they
he	we

8. Use Tom and one of the words in this list in a sentence telling where you went in vacation, what you did, what you saw, what you caught, when you came back. Tell me what kind of a time you had.

Tom and a friend go to the same school. Tell me what they do at recess, using Tom's name and a word from the list. Susie and your sister play together. Use Susie's name and a word from the list to tell what they play.

Two Pronouns as Subject.

9. Have the children substitute a word from the list for the italicized word in each of these sentences:

he	they
she	we
<i>May</i> and I are going to the park.	<i>The boys</i> and I were on different sides.
<i>Tom</i> and she are good friends.	<i>Mary</i> and we are in the same row.
Bess and <i>the boys</i> live in Oakland.	

A boy and two girls went across the bay. Use any two words in the list to tell where they went and what they did.

10. Have these sentences read aloud, and studied, then dictate them:

They and I are good friends.	He and I ran a race.
Mary and he closed the door.	He and she were in school on time.
Elsie and he are not going.	May and she sang a song.
He and she erased the boards.	Elsie and they were out in the rain.
Jack and he are in the house.	The two boys and we were very much
Mary and she walked in the woods.	afraid.
They and we are on different sides.	He and I thought out the riddle.
Your sister and they were the only ones	She and I went alone.
there.	She and he did not know it.

Test: Fill in the blanks.

Henry and ——— will help you.	Annie and ——— sent us the fruit.
Hattie and ——— wrote a letter.	——— and ——— came this evening.
——— and ——— rode with them.	——— and ——— moved away.
——— or ——— should send us word.	——— and ——— ran across the field.
——— and ——— may dust the room.	——— and ——— stood on the hill.

Review of Quotations and Pronoun Subjects.

1. Sentences for study and dictation:

The boy said to his teacher, "He and I will fetch you those oranges."
John replied, "They and I are the ones to do it."
"Shall John and I make the lemonade?" she asked.
"She and he were the only ones perfect," they replied.
"John and he put their things away," said the boy to his mother.
"I have heard," said the fox to the crow, "that you sing beautifully."
"What can you," said the lion, "a little mouse, do for me?"
"They and we will be on opposite sides," said the girl.
The boy said to me, "Tom and he ride beautifully."
Tom replied, "It was you who taught me how to ride so well."

2.

He and she	You and I
John and he	They and I
He and I	John and they
The boys and I	The girls and he

Make sentences using the above phrases as the beginnings:

passed by.	were not guilty.
were hurt in the runaway.	sang the song.
caught the horse.	ate the cherries.
will knock at the door.	mended the chair.

POSSESSIVE SINGULAR.

1. Say to the class, "Who has a knife? Tell me something about John's knife." Write this reply on the board: "John's knife is sharp." "Tell me something else." "John's knife has a pearl handle."

"What did Susie get to-day? Tell me something about Susie's book." "Susie's book is red." "Susie's book has a picture on the cover."

"Tell me something about Willie's pencil." In this way get such sentences as,

John's knife is sharp.	Frank's pen is on the table.
John's knife has a pearl handle.	John's coat is torn.
Susie's book is red.	Ray's finger is broken.
Susie's book has many pictures.	May's doll has a new dress.
Willie's pencil is red.	Lucy's pet dog is lost.

2. Have these sentences copied.

3. Write sentences about:

John's pony	The soldier's gun	The bird's feather
Clara's sister	The boy's hat	The boat's prow
The squirrel's tail	The man's flag	The boy's lesson
The dog's paw		

4. Have the children answer these questions:

Whose coat is torn?
Whose hat is on the table?
Whose book is on the desk?
Whose pencil is on the floor?
What bird's head is red?

What bird's breast is red?
Whose pictures are on the wall?
Whose composition was best to-day?
Whose book is on my desk?
Whose dog came to school to-day?

5. Dictate the following sentences:

My father's house was burned.
The bird's feathers are yellow.
Jack's boat is painted white.
Bessie's hat has just come.
The polliwog's tail has just gone.

The frog's skin is green.
The cat's fur is soft.
The horse's tail is long.
My sister's watch has stopped.
My uncle's house is large.

6. Write the following on the board:

Whose tail is long?

Whose ears are large?

Then say, "The cow's tail is long," "The donkey's ears are large."
Write these on the board, and have the children fill them out in the same way:

—— fur is soft?

—— eyes are small?

—— feet are large?

—— hair is black?

—— bill is long?

—— eyes are brown?

7. Copy sentences from your reader that tell whose.

8. Story for reproduction: "The Brass Bulls." by E. Louise Smythe, in "Old Time Stories," pages 127-130.

Review.

1. For study and dictation:

The man said, "Put the cow's hay in her stall."
The boy said, "John and I have their tops."
John and he said to me, "We told them about it."
He and I replied, "Those are ours."
The boy's cap is torn.
The baby's horn is lost.
Their dishes are not washed.
"Tell me," said he, "if those belong to you."
"My doll's head is broken," cried the little girl.
"These apples are good," said I.
She shouted to her father, "Help! Help!"

2. Change these groups of words so that a name will be used to show ownership. Make into sentences:

the pencil of the girl
the leg of the frog
the story of the child
the hat of the child
the brother of John

the sister of Mary
the house of my father
the story of my uncle
the picture of my mother
the ring of Mary

PRONOUN AFTER PREPOSITION.

Introduce this series in the same way as the last and work it out in just the same way. It requires many sentences read aloud by the children and given by the teacher and pupils, so that the ear may become accustomed to the proper sound. Besides this, the written form must be acquired.



1. Have written on the board before class time the following sentences. Call upon the children to read each sentence, then to combine, as in the last set :

Lucy walked behind Tom.
Lucy walked behind me.

I rode with mama.
I rode with you.

He wrote to Tom.
He wrote to me.

These invitations are for sister.
These invitations are for us.

They walked by Tom.
They walked by her.

The hat is becoming to Lucy.
The hat is becoming to her.

Lucy sat near Tom.
Lucy sat near us.

The picture hangs over Mary.
The picture hangs over him.

Mama thought of Tom.
Mama thought of them.

The orchard is beyond Tom.
The orchard is beyond us.

Lucy walked behind Tom and me.
He wrote to Tom and me.
They walked by Tom and her.
Lucy sat near Tom and us.
Mama thought of Tom and them.

I rode with mama and you.
These invitations are for sister and us.
The hat is becoming to Lucy and her.
The picture hangs over Mary and him.
The orchard is beyond Tom and us.

2. Have the sentences of yesterday read aloud and copied.

3. Have the children read aloud, then combine these sentences; then read aloud again and copy :

They heard about you.
They heard about me.

She went with them.
She went with him.

She sang for you.
She sang for her.

She lived with them.
She lived with us.

I rode with her.
I rode with you.

The boy spoke to him
The boy spoke to her.

Mary spoke to them.
Mary spoke to me.

The man wrote to him.
The man wrote to me.

I sat by her.
I sat by you.

The baby ran to her.
The baby ran to me.

4.

him and me
him and his brother
her and us
Lucy and me

them and you
him and her
father and us
them and us

him and us
him and her
her and me

Have the children write sentences using one of the above expressions in answer to the following questions. The sentences may then be read aloud :

To whom did mama write?
With whom did you walk?
From whom did you run?
By whom did you sit?
To whom did you speak?
Near whom did you walk?

With whom did you sing?
With whom did you play?
For whom did you work?
To whom did you write?
From whom did the teacher take a book?
About whom did the author write?

5. Dictate the following sentences:

I sat near Lucy and him.	The lady amused Tom and me.
He sent word to Frank and her.	There is no quarrel between them and me.
Harry will ride with them and you.	We divided a cake among them and us.
They sent me for mama and him.	The book fell behind father and me.
The children played with him and her.	The teacher talked to her and us.

6. Write the following on the board, and have sentences made, the blanks to be filled in with some other word than a name. The sentences may then be read aloud by the class:

— sat near — and father.	— sang to — and them.
— walked with — and sister.	— spoke to — and her.
— ran between — and mother.	— thought of — and the boy.
— played for — and us.	— quarrel between — and her dog.

7. Test: Fill in the blanks with some other words than names:

They told me about — and —.	My mother played for — and —.
We walked with — and —.	The children ran from — and —.
She sang to — and —.	The boys went fishing with — and —.
We worked for — and —.	We gave fifty cents to — and —.

STORIES FOR REVIEW.

PURPOSE AND METHOD.—The teacher will know by this time the points upon which most of the children are weak. After the story is told, the forms upon which the children are likely to fail should be placed upon the board and sentences made from them; or questions may be asked so that the required form will be used in the answer, this to be written on the board. The forms may be put on the board, the teacher calling attention to them, and asking that as many as possible be brought into the reproduction.

A STORY ABOUT TWO FROGS.

Two frogs lived in a pond. It was very warm. The pond dried up. The frogs had to jump away. They looked for some water. Soon they came to a deep well. There was a little water in the well. One frog said, "Let us jump in." "No, we can not jump out, if the water dries up," said the other.

THE GOLDEN TOUCH.

Once there was a king named Midas. He loved gold more than anything else in the world. He was counting out his money one day when a strange man came in. "You are rich," said the stranger. "Yes, but I have not enough," said Midas. "How much would it take to satisfy you?" asked the stranger. "If everything I touch would turn to gold it would be enough," replied Midas. "You shall have your wish," said the stranger. So he went away.

Next morning King Midas arose. He touched his clothes and they became clothes of gold. "How beautiful everything will be," thought he. He went out into the garden. "Turn to gold," he said to the flowers as he touched them. They turned to gold.

Then he went in to breakfast, but everything he tried to eat turned to gold. Soon his beautiful daughter came in. She ran up to bid her father good morning. The king kissed her, saying, "Good morning, dear child." Then she, too, turned to gold.

"I can not live without my daughter," he cried. "I would give all my money if I could get her back."

Soon the stranger came. "Oh, give me back my child," cried the king. "Do you not wish the golden touch?" he asked. "Just give me back my daughter and I will be happy," he replied. "Go to the river and bathe," said the stranger. King Midas ran quickly to the river, and soon returned. He touched his daughter first. She turned back into his own child. Then he touched his clothes and the flowers. Everything became as it was at first. Now the king does not love gold so much as he did.

TEST SENTENCES.

The "Examiner" did not come last Thanksgiving Day.

After Christmas we will take the "Evening Post."

We had a good time the Fourth of July.

Washington's Birthday and Admission Day are holidays.

Did the "Chronicle" come May Day?

The two boys brought the "Bulletin" and "Call" to school.

Did you bring flowers Decoration Day?

We are going away either New Year's Day or Labor Day.

Mrs. Brown said, "We are going away the first Wednesday in September."

December, January, and February are the winter months.

The last Thursday in November is Thanksgiving Day.

"Are you coming here Admission Day?" asked Mr. May.

Dr. Brown asked, "Did the Fourth of July come on Tuesday?"

The children will sing every Saturday and Sunday in August and October.

"Labor Day, New Year's Day, and Washington's Birthday are holidays," said

Miss Jones.

The two boys went to the country last spring.

John asked, "Are you going away in autumn?"

We are going there every Wednesday in summer.

Mrs. Jones said, "They will bring their sisters to school Thursday."

The girls will sing their songs October 10, 1907.

The children went to the picnic February 2, 1900.

There were many people in San Francisco December 8, 1882.

We are going there November 8, 1910.

The people took their children to the park either August 8, 1782, or

January 9, 1801.

September 8, 1906, was my birthday.

Didn't you have a good time July 4, 1904?

The "Examiner" did not come last Thursday.

The two boys brought the "Call" home Saturday.

John said, "This is Thanksgiving Day."

We will take the "Chronicle" after Christmas.

Aren't you going to read the "Bulletin?"

The girl asked, "Is Washington's Birthday a holiday?"

The boys were too late to get the "Evening Post."

Wasn't the boy here Wednesday?

The two boys will leave the first Wednesday in February.

There were too many people at the meeting September 8, 1905.

Did the two boys find their books last Tuesday?

John and May went to school January 6, 1906.

We were too tired Sunday to go.

They left the city Saturday, November 8, 1802.

The girls were going to sing Thursday, October 8, 1902.

There were sixteen boys in the room.

Ninety-six men were in the parade Thanksgiving Day.

Mrs. Brown paid \$25 for her coat.

Didn't you see the four girls last Wednesday?

Fifty-eight dollars were paid by the man last Tuesday.

They had eighty-five books in the library.

"Have you \$45?" asked Mr. Jones.
 There are twelve months in the year.
 Ten dollars was the cost of the book.
 The little girl had twenty pencils.
 Can't you come to our house?
 "We went to their house," said John.
 "Doesn't she sing?" he asked.
 There are two books on the desk.
 May I go home, too?
 May asked, "Wasn't that their house?"
 Isn't your dress new?
 She gave John two apples.
 "Give the book to me," said Alice.
 She ate too much cake.
 Are there many boys in the yard?
 Mrs. Jones asked, "Is it four o'clock?"
 Dr. White said, "I will be there at 4.30 p. m."
 We are going Wednesday at 5.20 a. m.
 Miss Reed left Thursday at two o'clock.
 "Is 2.20 p. m. too late to go?" asked Mr. Brown.
 The two boys are going home at 10 a. m.
 "We will go to school Friday at nine o'clock," said John.
 Some Italian children learn to read English.
 The Spanish boy learned to write last year.
 The baby learns to clap his hands, too.
 We learn to work examples every day.
 The American boy is learning to write in school.
 My dog learned to jump rope last February.
 The two boys are learning their lessons every night.
 To-morrow we will learn to spell.
 The little boy learns to play tag.
 Didn't you hear the Germans sing their songs last Thursday?
 Weren't there two boys in the school Saturday?
 I'm going to the meeting of the Spanish and French people next Tuesday.
 There were too many Chinese and Japanese in San Francisco.
 Isn't their room too small to hold all the friends of the Americans next Sunday?
 Haven't the English people been invited to go on Monday and Wednesday?
 He hasn't their books.
 Doesn't the Scotch boy come Friday?
 Dr. Brown said, "The two boys are going away either in October or November."
 There were too many children there Wednesday at four o'clock.
 The girls brought their sisters to school Tuesday.
 The last Thursday in November is Thanksgiving Day.
 Mrs. Jones asked, "Is 10 a. m. too late to go?"
 We are going away, too, next Sunday at 2 p. m.
 Miss Brown said, "December, January, and February are very cold months."
 New Year's Day, Christmas, Decoration Day, and Admission Day are holidays
 Aren't you going to school next Tuesday?
 The boy doesn't know his lessons.
 Mary said, "I'm going to leave Saturday."
 We haven't seen the two boys to-day.
 Wasn't the little girl here Wednesday?
 The teacher asked, "Isn't this your book?"
 The child hasn't found his hat.
 "Don't leave your books in school," she said.
 We hadn't been to see you before.
 Didn't the girl sing for you?
 The boys will bring their books to-morrow.
 The two girls will come Monday and Tuesday.
 There were too many people there Sunday.
 Didn't they sing their songs to-day?
 We will try to go either Wednesday or Saturday.
 Will they sing to-night?
 Aren't you going Thursday and Friday, too?

EXERCISES FOR THE GRAMMAR GRADES.

This work for the Grammar Grades is a continuation of the Primary Grade work, and is based on the same principles—the formation of habits, the correction of errors and frequent reviews.

The thing to be done is explained as briefly and as clearly as possible. After this it is done over and over again until the doing of it is without reference to any statement or explanation that has been made; in fact, until it becomes a habit.

Sentences alone are of little use. Neither children nor adults are called upon in life to write disconnected sentences. Paragraphs for the application of the facts learned will be found. As has been stated in the Introduction, the application of this knowledge to original work does not follow. The Bulletin on Composition, which will soon be published, outlines the work for which this Bulletin is only an accompaniment.

With each new topic there is a simple statement of the fact presented, followed by a series of sentences. Read the first sentence and apply the statement. Have the children finish the sentences in the same way. If the topic is entirely new to the children, follow the method given under Primary Work.

As in most cases, the facts to be learned are used in writing only, as contractions, abbreviations, punctuation: written work should be begun at once. Give much practice at the board, where the work of all the children can be seen. If a mistake is made, call for the statement. Otherwise dictate a new sentence.

When the sentences can be correctly written from dictation, put them on the board without the marks in question. To illustrate: If the use of quotation marks is being taught, put the sentences on without the quotation marks first, then without either capitals, commas, or quotation marks. Have the children rewrite, putting in the punctuation marks.

Dictation paragraphs and original compositions, such as letters, postal cards, stories, etc., must follow to fix the habit.

Collect the children's papers; indicate in the margin the sentence that contains an error. Return the papers, have the children find the error, apply the statement, and rewrite the sentence. Use this same method for correcting the paragraph dictations.

The children may exchange papers and look them over, indicating in the margin any error found. Return the papers to the writers, and have the errors corrected as before.

Lessons headed Correction of Errors are given in the same way, except that more time is spent on oral work, in which the error is made in speaking more than in writing. Ain't is a good illustration of a word that is often spoken, but seldom written.

GRADING.

This work has not been divided for the various grades. If the children have done well the work for the Primary Grades, the remainder can easily be done in two years with a thirty-minute recitation twice a week. If it has not been done, four years will probably be necessary. Pages 106 to 119 should be assigned to the Fifth Grade, pages 119 to 133 for the Sixth Grade, 133 to 143 for the Seventh Grade, and 143 to 154 for the Eighth.

If the Bulletin is completed at the end of the sixth year, at least one lesson a week in language should be given during the remainder of their school time to keep it fresh in the memory. The work need not be done in order, but those subjects selected in which their daily compositions show them to be weak.

DAILY DRILLS.

While this Bulletin contains much material worked out at length, the author feels that a few drills given daily will help more toward acquiring correct forms than the study of too many details.

An excellent exercise to correct the most glaring errors in daily conversation and writing is this: Every morning, or at least three times every week, read one at a time, the sentences under the column headed *Teacher*. Have the children give in concert the correct form, which will be found in the column headed *Pupil*. This exercise continued every day for a year or more will make the children not only recognize that certain forms are wrong, but will also through constant association bring to their minds the correct form. This has been tried with children in the receiving class, and has been found very successful. Many of the children called attention during the day to errors made in the general conversation.

Ungrammatical Expressions.

Teacher.

I seen it.
He has rode very often.
He has saw it many times.
He learned me my spelling.
Lay down, Rover.
She sets beside me.
I ain't got no pen.
I did my work good.
I had ought to go.
He don't like his neighbor.
Please give me them there oranges.
Leave go the ball.
Was you at the picnic?
The children haven't no chalk.
He acted like he was mad.
She is awful nice.
He is very bad off.
I hadn't ought to have went.
They may of did it.
I like those kind of apples.
There ain't no book here.
No one has give me their book.
She left go of the rope.

Pupil.

I saw it.
He has ridden very often.
He has seen it many times.
He taught me my spelling.
Lie down, Rover.
She sits beside me.
I haven't any pen.
I did my work well.
I ought to go.
He doesn't like his neighbor.
Please give me those oranges.
Let go the ball.
Were you at the picnic?
The children haven't any chalk.
He acted as if he were angry.
She is very nice.
He is very badly off.
I ought not to have gone.
They may have done it.
I like that kind of apples.
There is no book here.
No one has given me his book.
She let go the rope.

Neither James nor Frank has lost
their hat.
It was her who done it.
He is taller than me.
Give me them things.
The boy and his sister was lost.
Where have you been to?
Is it me you are talking about?
I did my work good.
The boat moved slow.
He carried the message safe.
I have learned to skate good.
They treated him very nice.
I feel good.
The boys walked quiet.
He felt very bad.
My father slept sound.
He put on his coat very quick.
He won the race very easy.
She was dressed very nice.
The car stopped sudden.
He writes good.
She sings very sweet.
The sick lady looks very bad.

Neither James nor Frank has lost his
hat.
It was she who did it.
He is taller than I.
Give me those things.
The boy and his sister were lost.
Where have you been?
Is it I you are talking about?
I did my work well.
The boat moved slowly.
He carried the message safely.
I have learned to skate well.
They treated him very well.
I feel well.
The boys walked quietly.
He felt very ill (or badly).
My father slept soundly.
He put on his coat very quickly.
He won the race very easily.
She was dressed very nicely.
The car stopped suddenly.
He writes well.
She sings very sweetly.
The sick lady looks very badly.

Inelegant Expressions.

The boy fell off of the car.
He is mad at me.
She is awfully nice.
He made a terribly funny speech.
I have a perfectly lovely hat.
Isn't this a dear dress?
There were lots of people there.

The boy fell off the car.
He is angry with me.
She is very nice.
He made a very funny speech.
I have a very pretty hat.
Isn't this a pretty dress?
There were many people there.

Use of the Wrong Word.

Will you loan me your knife (yes)?
He learned me my spelling.
The man looked very funny.
They were to blame theirselves.
He walked acrost the bridge.
I feel nicely, thank you.

Will you lend me your knife?
He taught me my spelling.
The man looked very queer.
They were to blame themselves.
He walked across the bridge.
I feel well, thank you.

CORRECTION OF ERRORS.

There are some words that are used incorrectly so frequently that many people, especially children, do not recognize them as wrong. It is just as necessary to know that they are wrong as to know that certain other forms are right.

Some words and phrases are incorrect only under certain circumstances. Such words are *like*, *except*, *between*, *was*, etc. The list below contains only those words or phrases that are wrong always under every circumstance. This list the children should commit to memory. It should be made very clear to them that the forms are wrong whenever they are used. The correct form should also be taught.

It is true, too, that the children may be able to say *off of* is wrong. *Off* or *from* is right, and yet not recognize the error in a sentence. On this account the work would not be complete without some sentence work. The

language form for this should be the same as in the list work. *Off of* is wrong. *Off* or *from* is right (as the case may be).

off of—off or from
 for to—to
 use to—used to
 had ought to—should
 hadn't ought to—should not
 may of—may have
 might of—might have
 must of—must have
 could of—could have
 should of—should have
 would of—would have
 had of—had
 had have—had
 he don't—he doesn't
 she don't—she doesn't

left go—let go
 leave go—let go
 this here—this
 these here—these
 that there—that
 those there—those
 them there—those
 you was—you were
 haven't no—haven't any
 ain't no—isn't any
 have went—have gone
 have saw—have seen
 have did—have done
 have rode—have ridden
 ain't got— $\left\{ \begin{array}{l} \text{haven't any} \\ \text{hasnt' any} \end{array} \right.$

Correct the errors, using the proper language form. For method see Lesson 1, under Words in Pairs:

for to

1. The barometer is used for to get the pressure of the air.
2. The Capitol Building is used for to make laws.
3. Natural gas is used for to cook with.
4. They came to North America hunting a place for to worship God in their own way.
5. It was time for to go to bed.
6. It is now ready for to be sent to the factory.
7. They made the boat ready for to sail that day.
8. They use the vanilla bean for to make vanilla.
9. The Legislature is for to make laws.

use to

1. We use to play in the street every night.
2. We use to leave school every afternoon at three o'clock.
3. Miss Smith use to live in San Francisco.
4. The Indians use to be the only people living in America.
5. Theodore Roosevelt use to be the President of the United States.
6. Rome use to be a great city.
7. We use to go to the beach every Saturday.

off of

1. As soon as I got off of the horse, I went to bed.
2. After gathering together our books and bundles we got off of the car.
3. They took us into a little room just off of the main hall.
4. We got off of the car.
5. The baby fell off of the porch.
6. The boy rode off of the cliff.
7. The boy who stepped off of the moving car was killed.
8. Many oranges dropped off of the trees during the storm.
9. The sick woman jumped off of the ferry-boat to end her troubles.
10. He tore a piece of paper off of the wall.
11. He knew that he might be hurt if he jumped off of the running horse.
12. The girl fell off of the tree by the house.

may of must of could of had of

1. I would of gone if I could of got off.
2. He may of gone to town.
3. If I had of known it, I wouldn't of gone there.
4. The lesson might of been learned, if I hadn't of been sick.
5. The boy wouldn't of cried, if he had of been brave.
6. I must of been there at one time.
7. Would you of gone, if you had of been well?

ought

STATEMENT: *Had* is never used with *ought*. *Ought to of* is wrong.
Should have is right.

Correct:

1. He ought to of gone.
2. Henry ought to of gone to bed earlier last night.
3. You hadn't ought to of done it.
4. Clara ought to of thought more quickly.
5. The train hadn't ought to stop so suddenly.
6. Hadn't he ought to go?
7. I had ought to know better.
8. You ought not to of laughed so much.
9. The children ought to of left the car at Main street.
10. Hadn't you ought to of gone to Los Angeles to-day?

Double Subject.

STATEMENT: *They* is unnecessary.

1. These dogs they watch the sheep.
2. Columbus after eighteen years he succeeded in getting what he wanted.
3. Some little boys they caught a rabbit.
4. Rose Red she was a good little girl.
5. The next day the boy he ran away from home.
6. My mother she puts the bread away over night to get light.
7. My sister she doesn't like to ride on the water.
8. The fox he jumped as high as he could.
9. The pigmies they are as little as we are.

Miscellaneous Sentences for Correction.

1. No, he don't ever do that.
2. Leave go the rope.
3. Why have you left go of him?
4. That there house isn't very pretty.
5. My father don't ever whip me.
6. Don't your mother ever take you to parties?
7. I ain't got your old hat.
8. These here shoes always hurt me.
9. You come to this here place right away.
10. I won't leave go of your hair.
11. I haven't no time now.
12. There ain't no apples left.
13. Why don't he come home?
14. You leave go of my hair.
15. Don't she talk to you now?
16. Those there strawberries taste fine.
17. My teacher don't call on me very often.
18. I know that them there oranges are sour.
19. I haven't no pencil, teacher.
20. Mama, he won't leave go of my hand.
21. Say, I want this here apple.

22. Don't this here cake look fine?
23. I ain't no baby, either.
24. Teacher, he left go of my paper.
25. These here cakes are awfully good.
26. I held a hold my mother's hand.
27. Lots of the boys laughed.
28. She called to my house.
29. It didn't take me long to go my errands.
30. We took the car and I and my brother went home.
31. The next morning her brother and her went out again.
32. Along the edge of the Indians' clothes they have fringes.
33. On their heads they have large feathers.
34. Outside of the log cabin it had chairs made of logs.
35. The name of the play it is the Prince Chap.

***Review.**

This dictation contains contractions, proper names, and quotations. If the children have not had these topics, omit until some future time.

"Aunt Clara," asked Rob one day, as he ran into the house almost breathless, "what bird is that out in the oak tree?" "That's a woodpecker," was the reply. "Haven't you ever seen one before?" "No," answered Rob, "but I've been watching that one for some time." "Wouldn't you like to have me tell you something about woodpeckers?" asked his aunt. "Yes, if you aren't too busy," replied Rob.

This dictation contains dates, quotations and pairs of words. If the children have not had these topics, omit until some future date.

We lived in a college town. Every one knew grandfather and knew, too, that his birthday was the twelfth of May. "His ninetieth birthday is just two days away. Let's give him a celebration," said some one.

Preparations were made and on the appointed day a very jolly crowd assembled. Games were played in which grandfather took part. The afternoon passed rapidly. The ladies served refreshments. Soon all left for their homes, wishing that grandfather might live to have many birthdays.

WORDS IN PAIRS.

So many mistakes are made with words that are pronounced alike but spelled differently that these beginning lessons are given. In the first part of this Bulletin the common homophones are used over and over again in sentences in their correct meaning with no attention called especially to those words. In fact both words of the pair are omitted at first from the same sentence, and as far as possible from the same lesson. To illustrate: if rode were used in a sentence, road would not be used in the same sentence and not even in the same lesson until it had been given many times and the children were quite familiar with both forms.

Inasmuch as the children would have to go over all the sentences in the Bulletin to get this drill, these first few are added to help those who have not had the primary work. These homophones are used over and over again throughout the remainder of this Bulletin.

The sentences containing the review of the work done in the Primary Grades are grouped together. If the children have not done the earlier work these sentences may be omitted and a review substituted of the topics in which they are weak. For this review, methods and sentences will be found in the first part of the Bulletin devoted to the work of the first four grades. After this review give the sentences for Grammar Grades.

Lesson I.

Have on the blackboard the following sentences:

1. I put two peaches into the box.
2. She has two apples.
3. Mary has two pens.
4. John missed two words.
5. Have you two pieces of chalk?
6. He rode two miles.
7. Did you receive two dollars for your work?
8. This makes two times that it has occurred.
9. He wrote two lines very straight.
10. I need two more marbles for my collection.

Say to the children, *Two* means a number. Therefore *two* is spelled *t—w—o*. Read the next sentence. Tell the same story. After three or four sentences have been given show the children how to write the sentence and statement. (Leave a paragraph margin about one inch wide. When the work is finished it should look like this.)

1. I put two peaches into the box.

Two means a number. Therefore *two* is spelled *t—w—o*.

2. I need two more marbles for my collection.

Two means a number. Therefore *two* is spelled *t—w—o*.

Lesson II.

Do Lesson II in the same way. The statement this time is *too* means more than. Therefore, *too* is spelled *t—o—o*.

1. The boy ran too fast.
2. The day was too warm for comfort.
3. The road was too crooked for a race.
4. This seat is too low for my niece.
5. The boys are too far away.
6. She is too ill.

Too means also. Therefore, *too* is spelled *t—o—o*.

7. They will go, too.
8. Will you go, too?
9. This seat is too high, too.
10. His coat was torn, too.

Lesson III.

This lesson may be a combination of Lessons I and II. Have a few minutes for oral work, but the greater part of the time should be spent in writing. We can make no error in *saying* two, but we can make mistakes in *writing*. Spend as much time as possible dictating sentences to the children at the board.

1. He walked two miles.
2. She is too far behind in the race.
3. Your book is there, too.
4. May would have gone, too, but she was too sick

5. Two girls may go with me.
6. She walked too slowly.
7. Where are the two boys going?
8. The two hats were too small for the children.
9. There is not enough for you and me, too.
10. Two books are too many for one day.

Lesson IV.

Write these sentences on the board. Point out to the children the fact that the *to* in the sentence does not refer to number, does not mean also, or more than. Therefore *to* is spelled *t—o*. We might explain to the children that *to* is the sign of the infinitive or a preposition, but it would take much longer than to learn to use the rather cumbersome statement: *To* does not mean number, also, or more than. Therefore, *to* is spelled *t—o*.

1. John went to the park.
2. Do you go to the circus?
3. I went to town yesterday.
4. He tried to make a boat.
5. They would like to play with you.
6. When are you coming to see me?
7. The children went to the park to play.
8. I like to put my clothes carefully away.
9. Did John come to school to-day?
10. He went to the country to rest.

Lesson V.

The statement is to be used only until the children understand how to use the correct words. After this has been accomplished, drill and drill only is needed to fix it, then much review to keep it from being forgotten. The best drill is dictation at the board with the teacher's eye on the work. The statement need not be called for unless a child makes a mistake. For paper work, filling in blanks is a good exercise. The only other one is making up sentences. The work should be corrected every day by the teacher, who indicates by a line in the margin that a mistake in the use of *two*, *too*, *to* has been made. The child should then give the rule and rewrite the sentence.

The following sentences may be used for dictation and filling in blanks:

1. The ——— girls came ——— see me last night.
2. I went ——— the party ———.
3. The boy missed ——— words.
4. The boys were ——— noisy.
5. The work was ——— easy.
6. ——— miles are ——— many ——— walk at one time.
7. The ——— boys ate ——— much candy on the way ——— the city.
8. It is ——— windy ——— go out.
9. Will you take the ——— children ——— the park ———?
10. The boys were ——— late ——— catch the train.
11. The man gave ——— many apples ——— the boy.
12. Are you going ——— climb ——— the top of those ——— trees ———?
13. The boys lost their ——— tickets when they went ——— the country.

There—their.

STATEMENT: *There* means in that place. Therefore *there* is spelled *t—h—e—r—e*.

1. The pen is there on the desk.
2. Put the book there.
3. The books are there on the table.
4. There is your hat.
5. Did they put the hats there?
6. Mary went there, too.
7. Leave the paper there on the desk.
8. Did they arrive there too late?
9. I am going there to-night.
10. There is the place to put the maps.
11. I saw two people over there.

STATEMENT: *There* is used with *is, are, was, were, will be, should be, should have been, etc.* Therefore, *there* is spelled *t—h—e—r—e*. Do not have the children enumerate the various forms of the verb *be* every time, but give just the form used in the sentence. Drill on the difference between the use of *there* in such a sentence as No. 4, and No. 1 below. In one case *there* means in that place, in the other *there* is used with *is*.

1. There is a pen on the table.
2. There were many people disappointed when it rained.
3. There was a party to-night at the church.
4. There will be a holiday to-morrow.
5. There have been many presidents of the United States.
6. There should be more attention given to writing well.
7. There are two children sitting over there.
8. There were too many at the board to write well.
9. He sings there too often to be afraid.
10. There shall be many called, but few chosen.

Fill in blanks:

1. ——— is a book on the table.
2. ——— are four children in the room.
3. My coat is ———.
4. ——— is a ball ——— too.
5. ——— will be more rain soon.
6. They arrived ——— before we did.
7. Over ——— on the table, ——— is a vase filled with roses.
8. They are living ——— now.
9. ——— was a book over ——— yesterday.
10. I left the pens ———.

STATEMENT: Whose books? Their books. Therefore, *their* is spelled *t—h—e—i—r*.

1. Their books are in their desks.
2. They went to visit their sister.
3. Their father went to the city.
4. Their lunches are in their baskets.
5. Did you tell their mothers about it?
6. Their hats are on their desks.
7. They have many things in their boxes.
8. Where are their parents sending them to school?
9. Two frogs turned their eyes toward the cool water.
10. The girls thought that they knew their lessons.

Fill in blanks:

1. ——— toys are on the table.
2. ——— dresses are torn.
3. Why did they leave ——— books here?
4. ——— shoes were worn out.
5. ——— hats were on the hooks.
6. Mary and Edith are playing with ——— baby sister.
7. Put ——— pens on ——— desks.
8. May I put ——— hats in ——— places?
9. They lost ——— books in the fire.
10. ——— books are in ——— desks.

Their, there. Fill in blanks:

1. They left ——— hats over ———.
2. ——— will be a company of soldiers ———.
3. Why did you put ——— coats and ——— hats over ———?
4. If they had known that ——— lives were in danger they would not have gone ———.
5. ——— books and ——— pens should be ———.
6. ——— shouldn't be any marks in ——— books.
7. ——— names were written ———.
8. ——— are ——— books.
9. ——— is my sister on ——— porch?
10. Do many of ——— friends live ——— now?

Review.

to, two, too, their, there.

Sentences for dictation or to fill in blanks:

1. Which of their two drawings do you choose?
2. I put two of their books there last night.
3. There was a pen on the table, too.
4. Two children went there to see her on their way to school.
5. Would you like to read their letters, too, John?
6. Are there not two too many there to do their work well?
7. A boy is never too old to learn.
8. May I hang their hats there, too?
9. In the sun their steel armor shone too brightly to look at.
10. They two boys have grown too large for their pony cart.
11. It takes two to make a pair.
12. There should be two pears for each child.
13. The two boys are going there to fish with their grandfather.
14. Can you go, too?
15. These two desks seem too high to be used.
16. Do you live two blocks from there, too?
17. There have been two pupils from this class who have received a medal.
18. We ran two blocks to get there before it was too late.
19. We are going to the mountains to visit two friends living there.
20. I, too, shall be at the gate to meet her.
21. Their captains guided the two ships through the dangerous strait.
22. Are their hats in our room, too?
23. Their father went to the city to buy two horses.
24. Are you going to take your two brothers to the game, too?
25. Two times two are four.
26. Is it too late to tell the story to-night?

To introduce no, by, sum.

STATEMENT: *No* denies. Therefore, *no* is spelled *n—o*.

By means near. Therefore, *by* is spelled *b—y*.

Sum refers to amount. Therefore, *sum* is spelled *s—u—m*.

1. No, she did not go there.
2. The house is by the road.
3. The sum of two and two is four.
4. Their books did not cost a large sum.
5. No, the boys did not find the right sum.
6. There is a mill by the stream.
7. No, you can not go to the city to-day.
8. No sum is large enough to pay for honesty.
9. There is no time like the present to do your task.
10. She likes to stand by the blacksmith while he is working.

To introduce know, buy, some.

STATEMENT: *Know* refers to knowledge. Therefore, *know* is spelled *k—n—o—w*.

Buy means to purchase. Therefore, *buy* is spelled *b—u—y*.

Some means more or less. Therefore, *some* is spelled *s—o—m—e*.

1. I know where to go.
2. He will buy some candy to-day.
3. Do you know your lesson, too?
4. If you lose your book you must buy another one.
5. Some leaves fell on the sidewalk Tuesday.
6. If you do not know what to do the teacher will tell you.
7. The two boys knew their lessons better than the girls.
8. Shall I buy some flowers for you to carry to the sick girl?
9. He didn't know which way to go.
10. I do not know that I can buy the book.

know—no—now

by—buy

some—sum

1. In olden times very few people knew how to read.
2. Then, too, there were no good teachers.
3. Has some one gone to buy a new grate for their steel range?
4. No, I do not know who passed by there just now.
5. Their house was destroyed by fire when no one was there.
6. The squirrels seem to know that the wet season is now here.
7. No, there is no need of their going to too much trouble for the two children.
8. The fox told them to go away from there or he would eat them and their cheese, too.
9. They ran down the road too much afraid to complain of their troubles.
10. Do the two boys know their lessons now?
11. No, they were too tired to learn them.
12. John went to the store to buy two dozen eggs and some oranges, too.
13. We shall know the sum of their report by to-morrow.
14. Some of the children could not get the sum of their columns.
15. Did you know that some of those silks have been brought from India?

To introduce hear, peace, deer.

STATEMENT: *Hear* refers to hearing with the ears. Therefore, *hear* is spelled *h—e—a—r*.

Peace means quiet. Therefore, *peace* is spelled *p—e—e—c—e*.

Deer is an animal. Therefore, *deer* is spelled *d—e—e—r*.

1. Did you hear the two boys sing yesterday?
2. They will buy two deer for the park to-morrow.
3. I do not know how soon there will be peace in Turkey.

4. They will hear some news from home Wednesday.
5. He will hear the sum of the whole matter very soon.
6. Christmas is the time of peace on earth and good will toward men.
7. The deer was feeding by the pond.
8. Shall we hear about their adventures?
9. They passed by the house where the peace conference was being held.

To introduce here, piece, dear.

STATEMENT: *Here* means in this place. Therefore, *here* is spelled *h—e—r—e*.

Piece means a part. Therefore, *piece* is spelled *p—i—e—c—e*.

Dear means beloved. Therefore, *dear* is spelled *d—e—a—r*. *Dear* means costly. Therefore, *dear* is spelled *d—e—a—r*.

1. Here is your piece of pie.
2. The house by the hill is very dear.
3. Do you know the man who lives here?
4. There are some books that you should buy at once.
5. We know that we shall stay here until to-morrow.
6. Strawberries are too dear to buy at this season of the year.
7. Their dolls were broken into many pieces.
8. Some people there are who know that wrong doing is dear at any price.
9. It was very difficult to understand when two people were here talking at once.
10. She did not know what to say to the dear little child.

here—hear
piece—peace *dear—deer*

Review.

1. Will their father buy that piece of property for a deer park?
2. The two countries, after hearing the reports of their generals, were only too willing to declare peace.
3. John and Frank were here with their mother before they went to hear the debate.
4. Here where the capitol is now standing a great battle was fought.
5. A herd of deer passed by here two months ago.
6. The dear little fellow was too frightened to know what their mother was saying to him.
7. I know that that piece of material is too dear to buy for their dresses.
8. No one knew that peace had been declared until the bell rang out the glad news.
9. Do you not think that some of the pieces are too large for that quilt?
10. I shall buy some deer meat while you are here so that you may know what it is like.
11. Now we shall hear some music by the great composers.
12. He passed by here with some lumber in his wagon a short time ago.

to—two—too *their—there* *hear—here* *peace—piece* *deer—dear*

Review of Primary Text. (See pages 102 and 103.)

1. Those two boys went to Berkeley on the 2 p. m. boat to hear the concert.
2. "That piece of land is too dear for their father to buy," said Mr. Jones.
3. They took their cousins to see the deer in Golden Gate Park.
4. Their mother gave the two boys a piece of pie.
5. The treaty of peace was signed here Wednesday, August 3.
6. "Did you hear the firecrackers Fourth of July?" asked Miss Smith.
7. There was a celebration here Admission Day.
8. There are many deer in California.
9. "There is a dear little boy over there," said Mrs. Smith.
10. Did you hear that their friends had come to San Francisco?

To introduce meat, hour, week, road.

STATEMENT: *Meat* is a food. Therefore, *meat* is spelled *m—e—a—t*.

Hour refers to the time of day. Therefore, *hour* is spelled *h—o—u—r*.

Week refers to a part of the month. Therefore, *week* is spelled *w—e—e—k*.

Road means a path. Therefore, *road* is spelled *r—o—a—d*.

1. Did the butcher send the meat for dinner?
2. The boy worked an hour last night.
3. There will be vacation next week.
4. The road to the country was lined with beautiful trees.
5. We spent many hours every week driving along the pretty road.
6. Some people eat meat only three times a week.
7. Meat is shipped from Chicago all over the world.
8. An hour a day is not too much to spend in play.
9. It is cheaper to buy milk by the week than by the day.
10. They lost their road many times before arriving here.

To introduce meet, our, weak, rode.

STATEMENT: *Meet* means to come together. Therefore, *meet* is spelled *m—e—e—t*. *Meet* means to join. Therefore, *meet* is spelled *m—e—e—t*.

Our shows ownership. Therefore, *our* is spelled *o—u—r*.

Weak means not strong. Therefore, *weak* is spelled *w—e—e—k*.

Rode refers to riding. Therefore, *rode* is spelled *r—o—d—e*.

1. Shall we meet you at our house?
2. The little girl was too weak to sit up.
3. We rode by a house where some grape vines were growing.
4. No, our cities in America are not like yours.
5. There are many who do not know that our richest men are often weak when they should be strong.
6. Two deer were feeding by the fence when we rode by.
7. Our party will meet you at the park long road.
8. The weak child rode too far.
9. The weak boy rode to meet us at our house.
10. Did our carriage meet you at the station?

Review.

meet—meat *our—arc—hour* *weak—week* *rode—road*

1. At what hour are our men to be there?
2. You know there is no use going to meet them at this hour.
3. Here is the road they rode over a week ago on their way to our house.
4. The two men had been in their cells so long that they were pale and weak from their long confinement.
5. At the hour of two our men knew of their danger by the light hung in the tower.
6. A carriage will be there to meet our party and take us driving for two hours.
7. Are you not afraid that our horses are too weak and tired to climb that mountain road?
8. During the last war some of our soldiers were poisoned by the meat sent to them.
9. Last week two men were here and wished to buy that piece of land.
10. Are you not afraid to ride along that dark road at this late hour?
11. No, for some one will be there to meet me.
12. A week has passed since the doctor told his patient that he could have no meat.

Review.

meat—meet *hour—our* *week—weak* *rode—road*
no—know *by—buy* *sum—some*

1. We saw two deer on the road last Saturday as we rode along.
2. Some of our friends will meet us at the Cliff House Labor Day.
3. "Meat is good for weak people," said Dr. Jones.
4. "I know that sum of money will buy that piece of property," said Mr. Black.
5. Did you know that our cousins have gone to Alameda to live?
6. Last week May and Jane rode to the station to meet their cousin from New York City.
7. Last Decoration Day some boys and girls went on a picnic to the Cliff House.
8. A few weeks ago we sent our box of Christmas presents to Boston, Massachusetts.
9. There is much meat sent from Chicago, Ill., to England every week.
10. "I'm going to buy a piece of meat for my dog," said Miss Smith.

To introduce then—than.

Certain words are as often confused through incorrect pronunciation as through similarity in appearance. Such words are *than* and *then*, *our* and *are*. If many mistakes occur, use these sentences for drill; if not, omit these lessons.

STATEMENT: *Than* is used when comparing. *Then* refers to time.

1. He is taller than his brother.
2. He would rather go than stay.
3. He would not do it then.
4. The boy would rather study than stay after school.
5. Then he started for school.
6. There was no time then to do it.
7. The carpenters stopped their work rather than use poor lumber.
8. I was larger than you then.
9. The nest of the eagle is larger than that of the hawk.
10. The sum she received was greater than that her brother received.
11. If I were you I would not go then.
12. I would rather walk than ride.
13. Then you may go.
14. I wish you had been with us then.
15. The bay extends farther north than south.

Our—are.

Our is seldom incorrectly used for *are*, but the children often say and write, Here is are book.

Put up on the board several sentences with *our* correctly used. Have the sentences read and *our* distinctly pronounced. Use this form: Whose books? *Our* books. Therefore, *our* is spelled *o—u—r*.

1. Our books were lost.
2. Where are our hats?
3. We put our baskets upon the shelf.
4. Our state is a very large one.
5. Did you know that our school will close the fourth of June?
6. Our lessons are very difficult this year.
7. Our school is on Buchanan street.
8. We two girls will carry our lunch together.
9. Are our parents invited, too?
10. There are some new desks for our school.
11. No, we do not know our lessons.
12. We sailed our new boat for the first time to-day.

Fill in blanks:

1. We came home then because —— school closed.
2. —— flag has a star for every state.
3. Did you see —— new hats?
4. —— there many cherries on —— trees this year?
5. There —— few good roads in —— county.

For study and dictation:

Once a wolf was walking along a road when he came to a forest. There he met two foxes. He tried to catch them, but succeeded in catching only one, as the other was too quick for him. The wolf said to the fox, "Get me something to eat." The fox said, "I know a place where I can get some ducks, but it is too far from here." "No, it is not too far," answered the wolf. "Take me to it." So they went to the barnyard.

There the fox caught many ducks, but the hungry wolf wanted more. The fox tried again, but the ducks made too much noise and woke the farmer. He came out so quietly that the wolf and the fox did not hear him. Both were caught and kept prisoners to teach other animals not to steal ducks.

There was once a poor woman who lived all alone in a hut with her two children. Their names were Snow White and Rose Red. They liked the flowers on two rose bushes that grew by the door. Rose Red liked to play by the brook. Snow White liked to help her mother keep house or read to her when she was not too busy.

When the children went out together they walked hand-in-hand. Both loved to hear the birds sing and to see the green fields. They liked to run here and there picking flowers to carry home to their mother.

Sometimes when they wandered too far away they would spend the night in the forest. One morning when they awoke, they saw a beautiful child sitting by their bed. She smiled at them and then disappeared. The mother said that the child was their good angel watching there while they slept.

Once upon a time there were two boys named John and Henry Stevens. They went to a country school where there were few pupils. The two boys lived too far from school to walk. Every morning John would saddle the two horses and they would ride to school.

One day the teacher asked for their library books. John replied, "I left two of my books at home. They were too heavy to carry." So they had no new books for two weeks.

There were many tasks for the boys in summer. They went out into the fields with their sheep. There was fruit to be picked and prepared for market, too. There were the cows to be milked two times a day, and the cream to be sent to the creamery. Their time was filled every day.

There was once a thirsty crow. He saw a pitcher of water on a table. There he flew, but the water was too low for him. He tried to think of something to do to reach the water. There were some pebbles lying on the ground near by. He carried them to the pitcher and dropped them in one by one. Soon the water reached the top and the thirsty crow drank it.

THE CIRCUS.

Mary and her mother went to see the circus. On reaching there, they went first to see the animals. They entered through a small tent and walked quickly through to a larger one. Here they saw two elephants which held up their trunks and took some peanuts from Mary. She fed the little elephants with peanuts, too.

After their visit to the animal tent, Mary and her mother went into the large circus tent. There they saw a great many wonderful sights. There were two large rings

where the animals came to perform their tricks. There were trained dogs, pigs, and horses. Soon the two elephants came in. All the children clapped their hands when they saw them.

While Mary was listening to the music, she saw two of her little friends with their mother. They were too far away to speak, but they smiled when they saw Mary.

When the circus was over, Mary went with her friends to dinner. Her mother walked with them. That night the children dreamed of dogs, and horses, and elephants, too.

Review.

This dictation contains capitals for proper names, titles and names of places, possessives and quotations. If the children have not had these topics, omit until some future time.

Mr. Green and Mr. Barnes had both graduated from the Military Academy at West Point. They were now officers in the United States Army.

When war was declared with Spain the two officers were called to the captain's tent. "I'm in need of two men to carry messages through a dangerous country," said Captain Pierce. Both answered respectfully, "All right, captain, we are ready to go."

This dictation contains capital letters for titles and proper adjectives, possessives, quotations and pairs of words as covered in the Primary Grades. If the children have not had these topics, omit until page 128 is reached.

Once the Danes drove King Alfred from his kingdom. He lay hidden for a long time on a little island in a river.

There were not many people on the island. All except the king and queen and one servant went out to fish. No one could get to this lonely place except by a boat. About noon a ragged beggar came to the king's door and asked for food.

The king called the servant and asked, "How much food have we in the house?" The servant replied, "We have only one loaf and a little wine." Then the king gave thanks to God and said, "Give half of the loaf and half of the wine to this poor man."

In the afternoon the fishermen came back. Their three boats were full of fish. They said, "We have caught more fish to-day than in all the other days we have been on the island."—*Re-written from Fifty Famous Stories by Baldwin.*

This dictation contains capitals for proper names, names of places, and days of the week, possessives, dates, time of day, and quotations. If the children have not had these topics in the Primary Grades, omit until some future time.

Ethel and Mary's father took them with him on a trip to the northern part of Africa. They left New York City Monday, March 3, 1909, at 7.30 p. m. From northern Africa they went to eastern Asia. While in India, Ethel wrote a letter to her mother saying, "I like the Orient very much."

This dictation contains capitals for proper names, places, and events, possessives, quotations, and dates. If the children have not had these topics, omit until some future time.

"Uncle Harry, haven't you a story for us?" asked Frank one winter's evening.

"About what?" asked Uncle Harry, as he poked the fire.

"Anything you like," was the eager reply.

"Would the Boston Tea Party do?" asked Uncle Harry.

"Yes, yes," said both boys together.

Uncle Harry then told the boys about the exciting times in Boston over the tea which England sent there in 1773.

CAPITALS.

One of the hardest subjects for the children to master is that of capitalization. The fact is that in the last decade there has been a decided change in this matter. The present tendency is decidedly away from a free use of capital letters. When in doubt, use a small letter, is now a good rule to follow.

The old rule given to children was to begin every *proper noun* with a capital letters, but there was no definite way of telling whether a noun was a proper one or not.

Since in many cases there is no fixed rule for capitalization, it seems better to emphasize those definite cases in which there can be no doubt and leave the High Schools to determine what choice shall be made if authorities differ.

The words that shall be capitalized can not be lumped into one whole and called proper nouns. It is too general a classification for children of Grammar School age to grasp. Enough examples of each individual class that is in common use must be given to teach that class, then another may be taken. To illustrate: It is not enough to say capitalize proper nouns, then give one sentence under holidays, another under names of places, another under titles of compositions, etc., and then expect children to capitalize properly. Instead, enough names must be given of the most common holidays, sections of the country, days of the week, months of the year, world known events, nationalities, denominations, political parties, etc., to make the writing with a capital of that particular class of words a habit.

It is not enough to teach that certain words have capitals. The fact must also be taught that certain words do not have capitals, such as summer, west, a direction, grammar, etc.

In this Bulletin each class is given by itself, with a review of all that has gone before.

The statement in every case is definite. Republican is the name of a political party. Therefore Republican begins with a capital. General is a title. Therefore General begins with a capital.

I.

Review the spelling of the names of the days of the week, months of the year, and holidays found on page 50 of the Bulletin. Have the children write these names in lists with capital letters.

Review the sentences in the primary work, page 102.

The new work added is to begin with a capital letter the shortened name of city, bay, park, beach, building, etc. Put on the board the following sentences:

John lives in Oakland. He crosses the Bay every day to the City, landing at the Ferry. He takes the Ellis street car to the Ocean. This car passes the Park.

In this paragraph San Francisco Bay is clearly intended and is usually so understood. Therefore, the shortened name Bay is begun with a capital

letter. It is just as clear that City stands for the city of San Francisco, Ocean for Pacific Ocean, and Park for Golden Gate Park.

The names of the directions and seasons are very often erroneously begun with capitals. Use the language form, east means in an eastern direction. Therefore, east does not begin with a capital. Spring, summer, autumn, winter, fall, do not begin with capitals.

METHOD.—The first lesson consists in selecting from the sentences the names of holidays, places, people, etc., and applying the language form. The knowledge of the fact is thus acquired. The remainder of the work is applying this fact. The sentences are put on the board with small letters. The children copy the sentences, putting in capital letters where necessary.

1. School will begin Monday, August 2, 1909.
2. The Sacramento River is the longest river in California.
3. Mary went to Golden Gate Park Tuesday and to the Cliff House Wednesday. She likes the Park very much.
4. The Pacific Ocean bounds the United States on the west.
5. The children from the City were invited to Alameda Saturday to open a new playground for children.
6. This summer we shall spend our vacation in the City. We shall go to the Park Fourth of July, out to the Ocean one day, and perhaps take a launch to Mare Island another day.
7. Does Washington's Birthday come during the winter?
8. Spring, summer, autumn, and winter are the names of the seasons.
9. Los Angeles County is in the southern part of California. It is noted for its mild climate and its production of fruit. Many tourists visit the county every year.

Buildings:

1. The Ferry Building is at the foot of Market street.
2. In visiting New York City one should not fail to see the Flat-iron Building.
3. The White House, Washington, D. C., is the home of the President of the United States.

Countries—continents:

1. A war for freedom was fought recently in Turkey.
2. Rome, the capital of Italy, was the home of Julius Caesar.
3. "I learned to-day," said John, "that the Rhine River is in Germany."
4. Japan's capital is the city of Tokio.
5. The Sphinx and the Pyramids are in Egypt.
6. Australia belongs to Great Britain, the country which has so many colonies.
7. Argentine Republic is in the southern part of South America.
8. The lakes of Scotland are dear to all Highlanders.
9. The most beautiful building in India is the Taj Mahal.
10. In the United States a man must be twenty-one years old to be able to vote.

Cities:

1. A large part of San Francisco was destroyed by earthquake.
2. The city of Boston is dear to all Bostonians.
3. Some of the people there were from Venice.
4. On his way to Africa he stopped at Aden.
5. There was a great disaster in Messina.
6. Many art galleries are in Paris.
7. Seattle is on the shore of Puget Sound.
8. "I live forty-five miles from Los Angeles," said George.
9. Washington is the capital of the United States.
10. Stanford University is near Palo Alto.
11. The central part of the United States is a wheat-raising region.
12. He rode east ten miles to reach the next town.
13. My two uncles came to spend Thanksgiving with us.
14. Did her new hat arrive in time for Easter Sunday?
15. In the spring the robins began to build their nests.

Names of people:

1. Wm. H. Taft is the President of the United States.
2. The people honor the memory of George Washington.
3. In his last battle with the Indians, General Custer was killed.
4. Two men by the name of Smith were present.
5. Mrs. Brown asked, "Will you meet me, Miss Jones, after the reception?"
6. George rode twenty-five miles along this country road.
7. I know that George Smith answered, "No, I can not go."
8. This lion was killed by Theodore Roosevelt in Africa.
9. The salesman said, "You will find it hard to get a piece of that material here, Miss White."

2. CAPITALS. REVIEW. PAIRS OF WORDS.

1. Yesterday Alice was seen with Mrs. White in Oakland.
2. King Edward of England gave Captain Jones a gold medal.
3. Admission Day Uncle John is going to take Grace and me to the Cliff House.
4. The Pilgrims thanked God for reaching America in safety.
5. San Francisco is bounded on the west by the Pacific Ocean and on the east by San Francisco Bay.
6. The Mississippi River is the longest river in North America.
7. The Pilgrims invited the Indians to their first Thanksgiving Day in America.
8. Some of our pupils pass by the Mint on their way to school.
9. In December two of the boys are going to the Santa Cruz Mountains for their Christmas vacation.
10. Shall we meet at the Emporium and go straight to the Ferry?
11. Our City will be gaily decorated for the great Portola Festival in October.
12. Jack and Roy spent Washington's Birthday in Golden Gate Park and May Day at the Cliff House.
13. His office is now in the Call Building, which is situated on the corner of Market and Third streets.
14. The steel frame work of the City Hall is at last being torn down.
15. He rode around the City Tuesday that he might see all of the new buildings.
16. The Post Office and Mint belong to the United States.
17. Mr. Smith took Joe and Edna to Angel Island last Wednesday to visit their Aunt Clara.
18. Would you like to send her a postal of the Mint, the Post Office, the City Hall, the Ferry, the Call, and some of our other large buildings, too?
19. I know that the children enjoy Hallowe'en and Christmas Day more than some of the other holidays.
20. In New York the Flat-iron Building is one of the buildings that we hear the most about.
21. Last February while in England we saw King Edward at Windsor Castle.
22. "Is that scene on exhibition in any building?" asked the stranger.
23. Oakland is on the eastern shore of San Francisco Bay. Many people cross the Bay by ferry every morning to work in the City.
24. Golden Gate Park is one of the largest parks in the United States. Last May Day the children of the City held a fete in the Park.
25. The ferry that carries people from Vallejo to the Navy Yard at Mare Island is very small in comparison with those that cross the Bay.
26. "They expect to spend the summer in Los Angeles and the winter in the City," said Miss Green.
27. "My sister Mary is visiting her Aunt Alice at 116 Waller street, San Francisco, California," said Gertrude.

INTRODUCING POSSESSIVES.

As an introduction to the writing of the *possessive* form of words, some little time should be devoted to the singular and plural form of nouns. Review first the topic as given for the Primary Grades list. Have the children write the singular form in one column, with the plural form opposite. The children have already learned the idea of singular and

plural. The drill should now be directed toward spelling. Use these words. See also Course of Study in Grammar, Bulletin No. 6, pp. 50-52.

Sheep, turkey, piano, goose, potato, tomato, woman, city, wife, dwarf, deer, ox, loaf, wolf, box, man, tooth, foot, mouse, leaf, child, fish, baby, lady, fly, knife, calf, valley.

Put on the board the following list of nouns. Over the list place the words *means one*. Tell the children that after each word we shall write the name of something that is owned. To illustrate: After boy write the word top. Then repeat *boy top*. "Does that tell you that the top belongs to the boy? No, I must say *boy's top*. It is easy to say, but we make mistakes in writing. Now watch me and listen. *Boy* means one and does not end in *s*. Therefore, we add an apostrophe and *s* to show possession." Go through four or five of the words in the list in the same way, then have the children give the statement, first orally, then in writing:

Means one.

boy's top
baby's cap
dog's meat
cat's tail
girl's dress
lady's hat
horse's mane
cow's milk
frog's leg
rat's nest
bee's stings

Means more than one.

boys' tops
babies' caps
dogs' meat
cats' tails
girls' dresses
ladies' hats
horses' manes
cows' milk
frogs' legs
rats' nest
bees' stings

If the children do this well and there is time, the word meaning more than one may be given and the fact developed that it sounds all right now to say boys' top, but that the apostrophe must be used in writing it. *Boys* means more than one and already ends in *s*. Therefore, an apostrophe only is added to show possession.

Send the children to the board and dictate the phrases boy's top, baby's cap, etc., always telling whether one or more than one is intended. When the children can do this readily without thinking of the statement, develop the possessive singular and plural of man, woman, child, mouse, ox, deer. Then the following sentences may be used. Have the sentence read first, then the apostrophe accounted for according to the statement. Afterward erase the apostrophes and have the sentences rewritten with the apostrophes added. Correct the papers, indicating in the margin where there are errors. The children should then rewrite all sentences in which there are errors and give the statements.

In case the children can not tell by the sentence whether the word means one or more than one, have the sentence written both ways and both statements given.

1. The boy's hat was lost.
2. Two boys went to John's house for dinner.
3. The ladies' hats are in their rooms.
4. The robins' songs filled the air.
5. Give me James' hat. (Either James' or James's is permissible.)
6. My dog's collar is too large.
7. Did you hear the girls' song?

8. The girls' sewing club will meet next week.
9. Mary's sister spent two weeks here.
10. The man's hat was lost Wednesday.
11. We shall take two months' vacation this year.
12. The mouse's nest was found here among some papers.
13. The boy's hat fell into his neighbor's yard.
14. How many day's work must he do to obtain money enough to buy the horse? .
15. Children's bones are not so easily broken as old people's bones.
16. Men's and boys' shoes are sold here.
17. We heard that there was to be a sale of ladies' and men's suits to-morrow at Brown's store.
18. The chief's oldest son shot the deer.
19. I hear that those two boys are asking if the children's books will be corrected soon.
20. The birds' young ones had already left the nest.
21. We rode for two days through the desert with the sun's rays shining directly upon us.
22. Mary went with Lucy's sister to hear the girls sing their new songs.
23. She was too late to meet the train that brought the president's party.
24. Robins know when it is time to leave for their winter home.
25. The boy's book is on the table.
26. The ladies' hats are in the hall.
27. Are those boys' coats for sale?
28. Was the lady's watch lost?
29. Here are the mice's nests.
30. The man's new house is very large.
31. Mary knew that her sister's work was wrong.
32. It is too cold in my sister's house to be comfortable.
33. I saw John's hat there yesterday.
34. Did you see the dog watching the little kittens' food?
35. The children's new shoes were bought at their father's store.
36. Jane stood here to see the boys' game of ball.
37. No, I do not wish to know how the king's son was slain.
38. James' house is near here.
39. The fairies' dance was a very pretty part of the play.
40. Mother's beautiful dishes were broken.
41. The boys' shoes were dusty after their long walk.

Show the children how to change the following phrases to the possessive form. These may then be changed and made into sentences for written work:

work of the man
books of the boys
houses of the girls
toys of the baby
book belonging to John
hat belonging to James
song of a robin
dresses of the ladies
clothing of the men
tails of mice
marbles of the boy

work of a day
time of two weeks
home of the bees
meeting of the women
food of deer
ring of the girl
the yoke of an ox
head of a lion
the crops of the farmers
the tales of those fishermen
the advice of their mothers

Write in columns the possessive singular and plural of each of the following words. Write after each a word showing what is owned, as girl's book: girl, boy, Indian, bird, week, month, year, day, lady, thief, wolf, fox, calf, pony, negro, baby, hero, emperor, king, woman, buffalo, father, newsboy, scholar, man, postmaster, mistress, country, monkey, donkey, heir, crow, eagle.

3. POSSESSIVES AND REVIEW. PAIRS OF WORDS.

1. Men's actions show their characters more than words.
2. The king's troops reached the gates of the city just as the bugle sounded.
3. Cinderella's slipper would fit no one else's foot.
4. "How much of the earth's surface is covered by water?" asked Will.
5. The sun's hot rays have faded the flower's color.
6. The Alps are Europe's most picturesque mountains.
7. The Italian's love for art and music is known to every one.
8. Their mother's father came to California many years ago.
9. His six months' vacation was spent in the White Mountains.
10. Charles' father sailed for the Philippine Islands last Wednesday.
11. Peter H. Burnett, who was California's first Governor, was born in Tennessee.
12. How many days did it take Xerxes' army to cross the bridge?
13. The boys' football suits were bought in Chicago.
14. The little dog was too tired to keep up with the horses' rapid gait.
15. In Germany, the farmers' sons and daughters, too, work in the fields.
16. Were the princess' rings found in the traveler's bag?
17. The wolves' howls could be heard in the distance.
18. The fishermen's sons mended their fathers' nets.
19. That lady's sister spent her two days' vacation at our home.
20. Betsy Ross' flag contained thirteen stripes and thirteen stars.
21. Were the miners' cabins built in the same way as Abraham Lincoln's early home?
22. We heard that there is to be a sale of ladies' suits at Brown's store.
23. Those Indians' blankets were woven by their daughters.
24. Will you pass the doctor's office on your way to Mrs. Reiss'?
25. "Are you sure that this is Gladys' and no one else's book?" asked Mr. Andrews.
26. The soldiers' feet were bruised and bleeding from their long march.
27. The anarchists' plot was discovered before it could be carried out.
28. What was Midas' wish?
29. The negroes' banjos could be clearly heard from where we sat.
30. "It is theirs, not mine," said the boy.
31. As they lay there, the children's hearts stood still with fright.
32. The Indian women's lives are hard ones, for they have to do all the hard work.
33. The rivals' swords were carried to a park and a duel then took place.
34. "When I get every one's attention, I shall continue the story," said the teacher.
35. The fortune-tellers' booths were made very attractive so that every one would have his fortune told.
36. Because the captain's orders had been disobeyed the sailors' punishment was the greater.
37. Cicero's orations are too difficult for children's lessons.
38. The witch's cries rang through the village, but the people's ears were closed to her pleadings.
39. Charles' sister is making a collection of birds' nests.
40. Were the elephants' tusks polished and put on exhibition?
41. Mary's sister became tired of sitting still, so she lay down and laid her head on Mary's lap.
42. The lion's roar could be heard in every part of the circus.
43. Father's coat is made from a bear's skin.
44. His mother's opinion meant more to him than the boys' opinions.
45. A few hours' walk brought us to the edge of the forest where the girls' fathers told us they would meet us.
46. She would listen to neither her parents' nor her teacher's advice.
47. After the day's hunt the deer's antlers were carried home with great rejoicing.
48. Mrs. James' roses are much larger than Mrs. Jones'.
49. It was Charles' not Emma's fault.
50. My brother-in-law's sister spent several days with me.

For study and dictation:

THE BURGLARS.

One night two burglars crept into the king's palace. The king's soldiers were all asleep. Each was dreaming of a soldier's adventures. The burglars had come to steal the three daughters' jewels.

At last a watchman's listening ear heard the burglars' noise. He crept into the youngest daughter's room and woke her. The soldiers' dreams were soon disturbed by the servants' and daughters' cries. Shots were heard and three of the soldiers lay dead. Thus these heroes' lives were given to save the king's daughters' jewels.

OUT FOR SOME FUN.

The morning was very pleasant. In a crowded car the children were pushed from side to side, stepping on each other's toes and knocking off each other's hats.

At Hillcrest they jumped from a car and started for Jones' poppy fields. Mary took James' hand and they chased Tom and Alice. Tom's dog ran barking after.

They were watching the waters of the lake in the distance. Mary's foot slipped and she rolled down a bank. The dog's sharp bark made the other children turn. They started to the poor girl's rescue. In the excitement the dog jumped against Tom's leg and he rolled to Mary's help.

When they reached the lake, their arms were full of California's most beautiful wild flowers.

The boys' hats lay on the bank while the children ate their lunch. Tom threw Fido a chicken bone. The dog's tail wagged happily, sending Tom's and James' hats into the water. The dog swam after them. The children's cries encouraged him. Both boys' hats were soon in Fido's mouth.

The children then started for home. They got to the steps of the car safely, but found that they had left two lunch-baskets on the shore of the lake. It took some time to get the baskets, but at last they started for home.

When they arrived their faces showed that the day's pleasure had been good for all.

A HOLIDAY'S FUN.

It was in the early spring. School was dismissed for Washington's Birthday. John's friends were coming to spend the day with him. John was up early. The cow's morning allowance of hay was in her yard earlier than usual. A whistle brought the surprised dogs to their morning's milk. When John's mother called, "Breakfast," he went in promptly.

Nine o'clock seemed very far off, but finally the rumble of a wagon was heard, and the boys were soon off for their day's fun.

They visited first the rabbits' home, and gave them the grass that John had saved for them. The dogs' kennels came next. Even the cows and horses were not forgotten. Then they played down by the creek until the mother's call announced lunch.

After lunch they went to the orchard to look for birds' nests. They found several with eggs in them, but only one with birds. The dog's loud barking frightened the mother bird. She did not fly away, but stayed to protect her little ones.

Four o'clock came all too soon. The boys' father had come back from town. He called them to come. Soon they were away and John was alone, wishing for another holiday.

QUOTATIONS.

As has been said in the primary work, comparatively few occasions arise in ordinary business, or friendly correspondence, for the use of quotation marks. The present courses of study in the public schools contain so much material that requires their use that the time has not yet arrived when a Bulletin would be complete without a chapter on this subject.

If the work in the primary grades has been carefully done and the required reviews given, very little time need be spent at this point. Divided quotations are given for the first time.

METHOD.—Put on the board the following sentences:

John said, "It is time to go home."

John asked, "Have you ever been East?"

Say to the children: "It is time to go home are the exact words of John. Therefore, quotation marks are placed before *it* and after *home*. The exact

words of John are separated from the remainder of the sentence by a comma. Therefore, a comma is placed after *said*."

"Have you ever been East are the exact words of John. Therefore, quotation marks are placed before *have* and after *East*. The exact words of John are separated from the remainder of the sentence by a comma. Therefore, a comma is placed after *asked*. Have you ever been East is a question. Therefore, a question mark is placed after *East*."

Call the attention of the children to the fact that the quotation marks are not placed over the comma, and that the question mark is inside of the quotation marks. Have the marks neatly made.

Use the sentences in the primary work, page 90, for review. When the children can give the language form orally, send them to the board. Dictate a sentence. Have one child give the form and as he does so put in the marks. Have the other children put in the marks at the same time. As soon as they understand where the marks go, drop the language form, and dictate sentences. Much drill must be given in order to acquire a habit. It is a great mistake to stop when the children know where to put the marks. Facts are easily forgotten, habits are more likely to stay.

After this review is completed, the class is ready for divided quotations. Put on the board the following sentences with no marks:

We ran, said John, and they ran after us.
Do I look, asked he, as if I could do it?
Give me, said the beggar, just a crust of bread.
I have some, he said, but it is not enough.

Ask the children to read the first sentence and tell you what John really said. Tell them that *said John* divides the quotation into two parts. Therefore, two sets of quotation marks and two sets of commas are needed. Use this language form: *Said John* divides the quotation into two parts. Therefore, two commas are required to separate the quotation from the rest of the sentence. *We ran* is the first part of the quotation. Therefore, quotation marks are placed before *We* and after *ran*. *And they ran after us* is the second part of the quotation. Therefore, quotation marks are placed before *and* and after *us*.

Use the language form only until the children have learned where to put the marks. Then drop the language form and spend the time writing sentences and putting in the marks.

The sentences may be written on the board with no marks, and the children asked to rewrite the sentences correctly.

1. "I have come," said James, "for the Golden Fleece."
2. "You will have trouble," replied the king, "in getting it."
3. "The bell," she said, "will ring at twelve o'clock."
4. "San Francisco Bay," answered John, "is the largest bay on the Pacific Coast."
5. "We are going to Golden Gate Park," said the children, "to visit the Museum."
6. "The Ferry Building," wrote John, "was the scene of a large gathering."
7. "The little birds," said the teacher, "will come back here in the spring."
8. "We rode," replied the traveler, "from morning until night."
9. "When we have finished our work," asked he, "may we run down the road?"
10. "There are but two seasons in California," said Mary, "the wet and the dry."
11. "Did you save me a piece of candy," asked the little girl, "to eat after dinner?"
12. "Yes," replied her mother, "for you were very good to-day."

13. "Is it too warm," she asked, "to ride for an hour?"
14. "Did you take the ladies' hats," she asked, "into the hall?"
15. "Washington's Birthday," said he, "is a day of peace." "Fourth of July," added Johnny, "is a day of noise."
16. "Men's shoes," replied the man, "are sold on Twenty-first street."
17. "Ask the girl's brother," demanded John, "if he did it."
18. "Half the Mayflower's passengers lay dead," said the teacher, "before springtime."
19. "Did you take my ball?" asked Tom's brother.
20. "No. I must go to school to-day," said Henry.
21. "Are you going to hear the music in Lincoln Park?" asked the girl's mother.
22. "You should know your lesson well to-day," said the teacher.
23. "Mary has gone down Market street to the Ferry," replied May.
24. "Are you going to grandmother's house for your Thanksgiving dinner?" he asked.
25. "Have you written to the City yet?" she asked.
26. "Did they spare the king's life?" asked the little girl.
27. "Do you make men's shoes stronger than ladies' shoes?" we asked.
28. "The children's books are on their teacher's desk," said the janitor.
29. "A donkey's ears are longer than a horse's ears," said the farmer boy.
30. "Shall I address it to Los Angeles, California?" asked John.
31. He said, "The boy's hat flew over the fence into his neighbor's yard."
32. The teacher announced to her class, "School will close June 12 at three o'clock."
33. Our father wrote, "I shall leave Berkeley, Cal., January 3, 1909."
34. The boy's brother said, "The dog was so puzzled that he didn't know which way to go."
35. "Will you bring me somebody else's book?" asked the teacher.
36. "We write twenty-five words every day," said Harry.
37. "This can not be grown in any other county in California," said he.
38. "Our ferryboats are well built," said he.
39. He said to us, "Do not spend your money except to buy something useful."
40. "If their books are not bought to-day it will be too late," she said.
41. The man asked, "Shall I find the two boys there?"
42. "Are you going, too?" she added.
43. "We passed by the old mill every day," he said.
44. She asked, "Are those our hats?"
45. "Do not tie the cord so loosely," the shopper requested.

Exercises:

Write a quotation that is a question.

Write a quotation containing a date.

Write a quotation containing the name of a city and state.

Write a quotation containing a contraction.

Write a quotation containing a word showing possession.

Write a divided quotation.

4. QUOTATIONS AND REVIEW.

1. "Would you like to go there with John to pick some berries?" asked Mrs. Ames.
2. "Did the knights love their king as we love our dear mother?" asked the two children.
3. He asked, "Why are you so sad?"
4. The cry ran through the ranks, "Are our men never to move forward?"
5. "It is not too late," he said, "to begin to do better."
6. "And will you stay here," was the inquiry, "forever and ever?"
7. "Yes, my dear children," said Pandora.
8. "You are a rich man, friend Midas," said the stranger.
9. "No," answered Midas, "not yet."
10. "Now, I hope," said Charles, "that we shall hear of their doing great things."
11. Tom asked, "Would you like to know where to buy some, too?"
12. "There are two books that I should like you to read by next week," said the teacher.
13. "His father," said Miss Smith, "is coming here to hear him sing."
14. "They were all ready to leave here last week, but John became too weak to travel over a rough road," said Doctor White.

15. Charles asked, "Would you like to go there, too?"
16. "There are two books that I should like to read," said the teacher.
17. "Decoration Day the veterans and soldiers, too, gathered at the statue of Washington to pay their respects," said Mr. Ward.
18. "Are there two here," he asked, "who will go to town with us?"
19. "Are you the lawyer's assistant?" asked the young man.
20. "No, I do not know to whom it belongs," answered Miss Brooks.
21. A quiet voice asked, "Do you know that you are now on the road that leads directly into the enemy's camp?"
22. "Can you guess," asked the child, "where we are going for our week's vacation?"
23. "It is not theirs," said she, "so you may have it."
24. "What do you suppose we shall find?" we asked Captain Evans.
25. "What was Midas' wish, mother?" asked the little fellow.

SPECIAL VERBS.

For teaching the correct use of certain verbs—lie, lay, sit, set, rise, raise—the daily drills will be found most effective. However, the following exercises are added, hoping that they may make the daily drills more intelligible, and also give more practice.

Take a book. Lay it down on the desk, and say: "I *laid* the book on the desk." Pick it up and say, "The book *lay* on the desk." Have a child come to the desk. Say to him, "Lay the book on the desk. Now tell me what you did." Get as answers: I *laid* the book on the desk. The book is *lying* on the desk. The book *lies* on the desk. Ask, "Where was the book?" Have them answer in two ways: The book *lay* on the desk. The book was *lying* on the desk.

When the children have learned this so they can ask one another the questions as well as answer them, teach in the same way the answers to the questions, Where has the book been lying? Where has the book lain?

Use for concert drill:

The book lies on the table.	The book will be lying on the table.
The book lay on the table.	The book has been lying on the table.
The book will lie on the table.	I laid the book on the table.
The book has lain on the table.	I will lay the book on the table.
The book is lying on the table.	I have laid the book on the table.
The book was lying on the table.	

Ask the following questions:

Where does the book lie?	Where has the book been lying?
Where did the book lie?	Where did you lay the book?
Where will the book lie?	Where will you lay the book?
Where has the book lain?	Where have you laid the book?
Where is the book lying?	Who laid the book on the table?
Where was the book lying?	Who will lay the book on the table?
Where will the book be lying?	Who has laid the book on the table?

Teach the children to ask these questions. Have the questions copied and answered orally and in writing until all are letter perfect.

Have these questions answered, using some form of lie or lay:

Where did the boy put his coat?	What have you done with your pictures?
Where is your mother?	Where are the boys now?
What did you do with the paper?	Where did your mother put the baby?
Where has this book been for so long?	Where is the baby now?
What will you do with your new dress?	How long has she been there?
Who put the pencils away?	What do you say to your dog?

Fill in the blanks:

1. I usually ——— on my side at night.
2. Mary has ——— the books where I told her to ——— them.
3. The baby's doll is ——— in the grass.
4. Why have you ——— here so long?
5. He left the books ——— on the floor.
6. The master told the dog to ——— down.
7. The boy said to his dog, "——— down, Rover."
8. Where have you ——— your book?
9. The girl always ——— her clothes carefully away.
10. The shower has ——— the dust.
11. James' book is ——— where he was reading.
12. The girl answered, "Mother has just ——— down to rest."
13. She asked, "Where have you been ——— so long?"
14. Has John ——— his book away?
15. Will it be ——— there when I return?
16. "Have you ——— that coat away?" asked Mrs. Jones.
17. Mrs. Smith has ——— there ill for many years.
18. Has John ——— down to rest?
19. Has John ——— it down?
20. Molly Cottontail told her baby rabbit to ——— low.
21. My furs have been ——— away since February.
22. They left their toys ——— on the floor.
23. The ferryboat has been ——— up at the Oakland Mole for repairs.
24. ——— the book upon the table.
25. I must have ——— the pencil here.
26. She started to ——— the book on the desk.
27. John ——— his coat upon the grass.
28. While ——— the book upon the desk the boy spoke aloud.
29. Have you ——— my coat away?
30. May has not ——— the book where I told her to ——— it.
31. Must I ——— down and keep quiet?
32. The master ——— the bone upon the bench while the dog was ——— upon the porch.
33. The child ——— down after ——— her dolls away.
34. I ——— the box on the chair, but it is now ——— on the floor.
35. The man ——— the box on the table where the boy had ——— the ruler.
36. Where will you ——— your clothes and where will you ——— down to-night?
37. We ——— on the grass all the afternoon.
38. The dogs ——— on the porch since noon.
39. We ——— in bed until seven o'clock.
40. I shall have ——— down before you return.
41. Last night I ——— down to rest.

Have the children make sentences using had lain, have had laid, lying, lay, is laying, lie, lies, has laid.

sit set

Not so much drill is required upon these words, for mistakes occur less frequently.

Use the same device as in teaching lie and lay, except that a cup or vase should be substituted for a book. Use the questions, Where did you set the cup? Where is the cup sitting? Who set it there? Where was the cup? (two answers.) How long has it been setting there?

Give directions to the children, such as:

Set the cup on the table.
Set the vase on the shelf.
Set the pitcher by the book.

Sit with Flora.
Sit near the window.

Have the children tell what they did.

Use for concert drill, the teacher repeating first, the children after her:

I sit still in school.	Did you sit still?
I sat still in school.	Where did you sit?
I will sit still in school.	Where have you sat?
I have sat still in school.	Will you set the package down?
I set the cup down.	Have you set the package down?
I will set the cup down.	Set the package down.
I have set the cup down.	Sit down.
Will you sit still?	

Answer the following questions, using some form of sit or set:

1. In which row do you sit?
2. Near whom do you sit?
3. In which row did you sit last year?
4. By whom do you sit at the table?
5. Have you always sat there?
6. Do you ever set the table?
7. How long have you done it?
8. What does a hen do?
9. What kind of a hen should she be called? (A sitting hen.)
10. Where does the sun rise? Where does it set? (This is an exception and must be learned.)
11. What have you done with your doll?
12. Does she sit up nicely?

Fill in the blanks:

1. Last week John took cold from —— on the grass.
2. Mary, you are —— on my dress.
3. —— the box where I —— it yesterday.
4. Mother has not —— down to rest all day.
5. —— down to rest.
6. Let the boy —— here until he can play quietly.
7. John has —— there two hours.
8. May I —— by you?
9. While John was —— by the window the fire engine passed by.
10. Shall I —— the plates on the table?
11. Have you —— the hen?
12. The —— hen will hatch the eggs next week.
13. Napoleon wished to —— upon the throne of France.
14. Lincoln was —— in his box at Ford's Theater when he was assassinated.
15. Did they —— the crown upon the king's head?
16. They —— the machinery in motion exactly on time.
17. Come in, and —— down.
18. "Who has been —— in my chair?" asked the mother bear.
19. As he —— down at the table they —— the pudding before him.
20. Will you —— by me and read?

rise raise

Give such commands as, Raise the window, raise the top of the box, raise the cover of your book, this side of the table, the window shade, etc. Have the statements given: I raised the window, I raised this side of the table, etc.

Have some one rise from his seat, and get the statement, I rose from my seat, I rose from the bench, I rose from the chair, etc.

Concert drills:

I raised the window.	I have risen from my seat.
I will raise the window.	Will you raise the window?
I have raised the window.	Have you raised the window?
I rose from my seat.	Will you rise from your seat?
I will rise from my seat.	Have you risen from your seat?

Questions to be answered :

1. Did you raise the window?
2. Does the window rise easily?
3. When did the balloon rise?
4. What rises every day?
5. When do you rise in the morning?
6. How high did the tide rise?
7. Has the river risen so high before?
8. How high do you think it will rise?
9. Has the cover to the trunk ever been raised?
10. When will he raise his house another story?
11. Tell me what time you rise in the morning.
12. Tell me what time the sun rises?
13. Tell me how many flowers he has raised this year.
14. What should you do when called upon to recite?
15. What should you do when you are introduced to elderly people?

Fill in the blanks :

1. Wheat and barley are —— in the San Joaquin Valley.
2. Where did you —— those flowers?
3. He has —— early every morning since you spoke to him.
4. Did he —— the window?
5. Will he —— wheat next year?
6. He was —— in Orange County.
7. The sun —— over Mount Wilson.
8. The man has not —— from his bed since the accident.
9. Will he —— the window shade just an inch?
10. He has —— from office boy to manager by diligent work.
11. The boy's seat must be —— three inches.
12. The car was —— from the track before the man was rescued.
13. The water is —— from the well by a windmill.
14. Water —— to the top of the ground during the rainy season.
15. Have you —— the money for the new church?

Review.

Answer the following questions :

1. Where is the pencil lying?
2. Where is the blotter lying?
3. Where is the pen lying?
4. Where does your pencil usually lie?
5. Where does your blotter usually lie?
6. Where does your pen usually lie?
7. Where did your pencil lie yesterday?
8. Where did your blotter lie yesterday?
9. Where did your pen lie yesterday?
10. Where has your pencil lain all day?
11. Where has your blotter lain all day?
12. Where has your pen lain all day?

1. Tell in two ways, using some form of the word lie, where your pencil is.
2. Tell in two ways where it was.
3. Tell in two ways where it has been.

lie lay

Fill in the blanks.

1. He —— unconscious for two hours in James' room.
2. "—— still and sleep if you can," said the kind woman.
3. Robert Bruce —— in the peasant's hut unable to aid in Scotland's cause.
4. Many fallen knights now —— about their king.

5. The roots of these flowers are ——— deep down in the earth.
6. This skull has ——— in the earth for twenty years.
7. The Romans used to ——— down to eat.
8. "The ship ——— at anchor, where it has ——— for a week," said the captain.
9. The children ——— the wreath upon the soldier's grave.
10. The little child had ——— quiet all day.
11. "Will you not go and ——— down?" asked Mary.
12. The rain has ——— the dust.
13. He was shown the place where the mummy ———.
14. He may have ——— the book upon the couch where Fred is ——— now.
15. Henry, where did you ——— your book?
16. I ——— my pencil beside those ——— on the table.
17. That coat has ——— on that bench for two weeks.
18. He always ——— his books just where he shouldn't ——— them.
19. Mary has not ——— the paper where I told her to ——— it.
20. Do you know where they have ——— their books?
21. The ship now ——— at anchor where it has ——— for two years.
22. "Where have you ——— the books that were ——— on Gladys' desk?" asked Miss Jones.
23. After he had ——— there a few moments John's faithful dog ——— at his side, ——— his head upon John's hand.
24. He seemed to say, "You have ——— there long enough."
25. "That steamer now ——— in the stream leaves port the third of August," said the captain.
26. When the king ——— his weary head upon his pillow he could not help but think of Shakespeare's remark concerning crowns and heads.
27. "I am tired of seeing that paper ——— on the floor," said the teacher, "for it has ——— there since morning."
28. "He ——— down to rest an hour ago and he is still ——— there," said Charles' mother.
29. The children ——— their flowers upon the graves of the soldiers who have ——— at rest since the Civil War.
30. Inmates are not allowed to ——— in bed after 6 o'clock.
31. "That piece of silk I ——— on the table," said Ida, "came from China."
32. The scythe has ——— in the rain so long that it is very rusty.
33. Coming from Florida, I was surprised to find the snow still ——— on the ground.

sit set

34. "Come in," said Mrs. Gray, "and s—— down."
35. I have been ——— by the window so that I would not miss you.
36. "Who s—— in this seat last term?" asked Roy's teacher.
37. "Who has been s—— in my chair?" asked the big bear.
38. "Who s—— in my chair and broke it down?" asked the baby bear.
39. After Mary had s—— the bread by the stove to r—— she l—— down to rest.
40. The balloon had ——— before we arrived there.
41. They had l—— his body in a tomb, but it was now found l—— in Egypt's hot sands.
42. I have s—— here waiting for you since two o'clock.
43. "Will you s—— a price on that chair?" asked the auctioneer.
44. She had r—— long before the sun r——.
45. "The river has r—— four feet during the night," said the farmer's son.
46. When the Nile River r——, there is great rejoicing throughout Egypt.
47. The eagle r—— the child into the air, but as he was r—— the child fell.
48. The s—— hen should be taken from her nest and fed.
49. I am not sure where she s—— the vase.
50. The hunters s—— their traps and then l—— in wait to catch the animal.

Review.

The trees are ——— where they fell.
 They let the gun ——— where the man fell.
 The man suddenly ——— to his feet and looked about.
 The shelf doesn't ——— level.

You have —— me a hard task.
 Have they —— their wet wraps on the table?
 Did you notice how the traps were ——?
 How many hours we had —— there, I don't remember.
 The rules that we must follow are —— forth by the speaker.

COMMAS IN A SERIES AND IN APPPOSITION.

STATEMENT.—*Apples, pears, and peaches* are three words in a series. Therefore, a comma should be placed after every one except the last. Justify punctuation, then erase commas and have the sentences copied and punctuated.

1. Apples, pears, and peaches grow in California.
2. They hung blue, green, and red flags for decorations.
3. Near here are a grocery store, a dry-goods store, and a candy store.
4. As a friend, he was faithful, sincere, and trustworthy.
5. He wished for his lunch bread and butter, strawberries and cream, and coffee and cake.
6. There were soldiers, sailors, and citizens seated at the banquet.
7. He visited Albany, Boston, and Chicago.
8. Fishing, hunting, and basket-making are industries carried on by the Indians.
9. She asked, "Are you fond of boating, tramping, or hunting?"
10. The teacher sent Mary's brother, John's sister, and James' cousin on the errand.
11. We study grammar, spelling, and arithmetic.
12. It is valuable to the farmer, to the manufacturer, and to the builder.
13. The trees lay where they had fallen, the horses stood where they had been fed, and the hay stood in shocks where it had been piled.
14. He set down cups, saucers, and plates in confusion on the table.
15. The Holy Lands have raised grain, figs, and olives.

5. COMMAS IN SERIES.—*Review Pairs of Words, Capitals, Possessives, Quotations.*

1. "Our trip will include Paris, Berlin, and London," said Mrs. Harris' daughter.
2. "Last night at the concert," said Myrtle, "we heard three Italians, two Russians, and two Filipinos sing."
3. The French made many explorations around Lake Champlain, the St. Lawrence River, and the Mississippi River.
4. "Do you not think Macbeth, Hamlet, and King Lear are some of Shakespeare's most interesting characters?" asked Doctor Adams.
5. Silas' brother went there in the morning, at noon, and again at night, but no one answered the bell.
6. "Cora, Marian, and Clifford," said Mrs. Hale, "are now on their way to visit the Cliff House with their Uncle Ned."
7. "That river," said the trader, "was blocked with ice during December, January, and February."
8. The tourists' trunks were sent to Naples, Venice, and then to Rome before they reached their owners.
9. "Do you not know that some of the very best oranges, peaches, apples, and prunes are grown in California's fertile valleys?" asked the teacher.
10. That boy by the window has been secretary, treasurer, and president of our society.
11. "Really," said the mother, "they ought not spend their money so foolishly, for they need too many pens, pencils, and tablets."
12. Whether rowing a boat, playing football, baseball, or tennis Francis' brother is always first.
13. The gardener asked, "Shall I plant roses, carnations, or violets here?"
14. "His mother," said he, "held him at arms' length and looked closely at his eyes, hair, and features before she knew him."
15. Fourth of July, Thanksgiving, and Christmas are three holidays that children like best.
16. The thieves' plunder, consisting of furs, jewelry, silver, and fine ornaments, was found by Captain Smith in the ship's lockers.

COMMAS IN APPPOSITION:

Have on the board about four of the sentences for this group. Call on a child to read the first sentence. Make the statement: *the gardener for Golden Gate Park* follows the word *John* explaining who *John* is. Therefore, the words *the gardener*, etc., are set off by commas. Show them that to "set off" two commas are required. Use the remainder of the sentences in the same way. Do not use the term, "in apposition."

1. John, the gardener for Golden Gate Park, died yesterday.
2. The rifle belongs to my friend, the hunter.
3. Shakespeare, the Bard of Avon, was born in 1564.
4. Longfellow, the people's poet, was born in 1807.
5. He shot the enemy with his father's gun, a large weapon.
6. The eagle, the largest of birds, is the sign of American liberty.
7. The Bible, the sacred book of Christians, is read by millions of people.

Call attention to these sentences. Notice that steamboat comes before the name of the vessel, that neither capital letter nor commas are necessary. The children must simply learn to write these sentences through drill. The explanation usually given that the connection is too close to require commas means so little to children that it is not worth while to give it.

1. The steamboat Jennie came into harbor yesterday.
2. My sister Elizabeth is in Los Angeles.
3. John's dog Nero rescued the drowning man.
4. The battleship Oregon was built in San Francisco.
5. She tried to induce her brother Tom to take her to Golden Gate Park.
6. The poet Longfellow wrote the Children's Hour.
7. His son John is now the mayor of a large city.
8. Mr. Brown, a citizen of the United States, educated his son Tom in Oxford, England.
9. The tugboat Slocum went down the bay to meet the visitors.
10. The launch Bessie came to the aid of the ferryboat Berkeley.

This dictation contains capitals for proper names, commas for words of a series, name of a city followed by the name of a state, abbreviations, contractions, time of day, possessives and quotations. If the children have not had all these subjects, omit until some future time.

He was tired of the city. The rush of people at their work disturbed him by day. The noise of the cars kept him awake at night. "Let's go to the country, my son," he said one night. "We'll see about it to-morrow." Rob was delighted. He had often longed to live in the country. Now his opportunity had come. His dreams that night were of green grass, beautiful trees, and rocky streams.

The next day Mr. Smith made arrangements to exchange houses with a Mr. Brown of Summerville, California, for six months. By ten o'clock everything was packed. Eight o'clock the following day found them at the station.

The three days' journey to Summerville was very pleasant. They found the house and grounds entirely satisfactory. It did not take long to put up swings and hammocks. Rob began immediately to explore the country. He soon found where there were the most birds' nests, the largest trout, and the prettiest flowers. Rob's father improved daily.

When it was time to go back to their city home, the whole family were so fond of the country that they wrote to the owner asking to buy the place. He was as glad to sell as Mr. Smith was to buy. Now Rob goes to the nearby school. He is as happy a boy as can be found any place.

REVIEW OF PRIMARY TEXT.

How to write the name of a city followed by the name of a state; how to write dates, numbers, contractions, and abbreviations.

Some drill has already been given upon these topics, therefore the sentences that follow will be in the nature of a review.

Make the statement of the facts very simple. California is the name of a state following the name of a city. Therefore, California is set off by commas. Call attention to the fact that under these circumstances California may be abbreviated. When it is abbreviated a period and a comma follow. Teach them to use as few abbreviations as possible, and not to abbreviate a word at the end of a sentence. Tell the children that figures in a composition do not look well, unless the composition is one where statistics are being given. There are some numbers, though, that are nearly always given in figures—dates and numbers that require more than two or three words to write out. A number that isn't an exact one, as about four thousand five hundred is always written in words and any number at the beginning of a sentence is written in words. In a business letter many figures are allowed that would not be in friendly correspondence.

A simple statement for the fact about numbers is: But two words are required to write two thousand. Therefore, words are used.

Contractions are most easily taught in a list as a spelling lesson. When the children can write the list perfectly, have them supply the apostrophe in the contractions. The following list contains the contractions in common use. See also pages 32 and 53.

can't	we'll	don't	hasn't
isn't	you're	I'd	hadn't
'tis	let's	I'll	
there's	doesn't	I'm	

1. Congress will always meet in Washington, D. C., every two years.
2. He asked, "Was he sent to Louisville, Ky., to look for employment?"
3. Some people go to Saratoga, N. Y., to spend the summer.
4. They said, "Here are the goods that should be sent to Cleveland, Ohio, next week."
5. He used to live in Charleston, South Carolina.
6. "This road will lead too far away from our camp," said they.
7. He was too weak to be moved even two miles.
8. I have heard that she doesn't sing well.
9. About fifty came to the party.
10. We shall go on our picnic Saturday, January 24, 1909.
11. He rode 6,910 miles on the train.
12. They will reach Carson City, Nevada, too late for the stage.
13. Why doesn't he go Monday, May 6, 1909?
14. I don't want to go because she doesn't want to.
15. There are many good stores in San Jose, California.
16. They came to San Francisco October 1, 1849.
17. Mischief doesn't ever bring reward to any one.
18. "Mary, John, Alice, and I visited Chicago, Ill., October 18, 1902," said Fred's sister.
19. On Decoration Day the veterans and the soldiers, too, gathered at the statue to pay their respects.
20. "I shall leave Oakland, Cal., on the 6.20 p. m. train Friday, September 10," said Mrs. Brown.
21. They took their sister to the park, too.
22. I went to town to buy a hat.
23. One of the largest gold mines is located in Lead, South Dakota.
24. If he had gone to St. Paul, Minn., he would have obtained work.

25. I'm too tired to work and shall lie down for a while.
26. Mrs. Clark said, "John's birthday will come on the fourth of October."
27. He wanted to buy a new grate for their house.
28. We don't lay the books on the floor.
29. She is going to Los Angeles, Cal., to visit her sister.
30. Mary and Jack's mother is here to hear the song.
31. "When in Cleveland, Ohio, I received a letter from James' mother," said Mrs. Jones.
32. When I counted up my rabbits to-day I found nine black ones, three white ones, and four spotted ones.
33. John collected \$5.10, Fred \$4.25, and Tom \$3.05 for the baseball team.
34. Our room has 45 desks, 10 of which are large sized, 10 medium sized, and 25 small. (These numbers may be written with words.)
35. The returns showed twenty-one killed, forty-four wounded, and thirty-nine missing.
36. I bought sugar to-day at 4½ cents per pound.
37. "While in Washington, D. C., did he see President Taft?" asked Doctor Lee.
38. St. Louis, Mo., Portland, Ore., and San Francisco, Cal., are a few of the most prominent western cities.
39. "Where is the young lady who was with us last spring in New Orleans, Louisiana?" asked they.
40. "We visited one of the largest meat-packing houses in the world while in Chicago, Illinois," said Mr. Stone.
41. "He left here on the two o'clock train for Memphis, Tennessee," said Fred, "to deliver a talk at the State University."
42. "Is your home in Jamestown, Virginia?" asked Tom.
43. "We arrived at Boston July 1st," said Mary, "and on the third of July at two o'clock left for New York."
44. "The ice won't melt before April 15th," answered the sailor.
45. "We're going to New York the seventh of January," said Ralph, "and expect to return June 15th."
46. They will cross the Bay in time to catch the train that leaves at 5.30 in the evening.
47. "We'll arrive there almost too early for the spring season if we leave February 4th," said Douglas' mother.
48. It was Wednesday, June 6, 1905, when Uncle Joe, Aunt Emma, and the two children returned from Europe.
49. "Yes," I said, "you left February 21st, the day before Washington's Birthday."
50. "Monday, March 5th, our class went to the City, took the car at the Ferry, rode to the Park, and from there walked to the Beach," said Jean.
51. "To-day," said the teacher, "is June 11, 1909."
52. "Are you going to leave for China on the 4.30 p. m. boat the 2d?" asked Mr. Clark.
53. Their regular monthly meeting will be held Friday evening, November 15th.
54. "That piece of paper," said the officer, "has three dates written clearly upon it, February 5th, April 3d, and September 24th."
55. "We shall arrive in St. Petersburg, Russia," said Mr. White, "the eighteenth of May at about 7.30 a. m."
56. "They'll cross the Bay with her and see her safely home, if she'll stay," said the children's mother.
57. "Let's go," said Emmet, "to see if he'll go to Seattle, Wash., with us and do what we've planned."
58. "You've had a good time, haven't you?" asked Mrs. Scott.
59. "I've eaten four biscuits, two oranges, and a piece of cake, too, but it doesn't seem to satisfy me," said Gladys' sister.
60. In some parts of the world the trees' branches are covered with snow, while in Los Angeles, Cal., the flowers are most beautiful.
61. "I'll not be ready to go to the City before evening," said Henry, "so don't wait for me."
62. "Then I'll return before you're ready to leave," said his brother.
63. "They're not going to have the picnic until the Fourth of July," said Miss Brown.
64. 'Tis true that she's never been there since, and I'm glad that she hasn't.
65. There's to be a teachers' meeting there next Friday afternoon, March 30th, at three o'clock.
66. "Aren't you going to tell us since we've waited so long?" asked she.
67. "Isn't he the writer you've told me about so often," asked Grace, "the one whose story we're reading now?"

68. He sailed for Liverpool, England, last Monday with Mr. and Mrs. Simpson.
69. Pizarro, the conqueror of Peru, was a Spaniard.
70. "He was born in Santa Barbara, California, January 3, 1905," said Miss Jackson.
71. My father's name is John Winthrop, Jr.
72. He went to the City June 3, 1906, and returned to Cleveland, Ohio, the following February.
73. Mrs. Betsy Ross made our first flag at her home in Philadelphia, Pennsylvania.
74. "Haven't you," asked Fred, "told James' parents of his accident?"
75. "He hasn't spoken too loudly for many days," said the teacher.

NUMBERS AND REVIEW.

1. "Nine hundred loaves of bread are made every day on board the Charleston," said the captain.
2. "It's their intention," said he, "to buy a six thousand dollar automobile for their son."
3. "About three hundred fifty people have arrived already," said Ruth.
4. Didn't their father come to California fifty-five years ago?
5. The diameter of the earth at the Equator measures 7,925.6 miles.
6. "We've been away since April 15th, just sixteen days," said Mabel, "and we're glad to get home again."
7. There were 1,265 people on board the ship at the time of the wreck and only 235 escaped drowning.
8. On Christmas night Washington's army of about two thousand five hundred men crossed the Delaware River, marched nine miles through the blinding snow, and captured one thousand prisoners at Trenton, New Jersey.
9. "We'll all meet on the corner of Twenty-second and Mission streets at nine o'clock Thursday morning," said Clara.
10. "Seventeen acres of this land," said Harold, "have been sold at \$325 per acre."
11. "Have you read the directions on pages 185, 201, and 250?" asked Charles' teacher.
12. At the close of the seventeenth century, the Dutch were the rulers of Europe.
13. "Yes, Mr. Burns," he said, "these two books are yours."
14. The new safety reservoir now being built in the City at the corner of Waller and Webster streets will contain eighty thousand gallons of water.
15. It was not known by many in 1492 that the earth's surface is round.
16. "I know," said John, "that it is about fifty miles from San Francisco to San Jose."
17. "In 1900 the population of New York was 3,437,202," said Mr. Turner.
18. The Isthmus of Suez is a narrow neck of land about seventy-two miles across, connecting Africa with Asia and separating the Mediterranean and Red seas.
19. Mount Everest, the highest mountain in the world, is 29,000 feet in height.
20. About one hundred fifty-eight thousand square miles is the area of our state.
21. "There were twenty-five men placed there to guard the prisoners and keep peace," stated the guide.
22. The factory now employs one hundred seventy-five men to operate this machine.
23. Fifty-nine years ago California was made a state.
24. "We are to have eight weeks' vacation this summer," said the children.
25. There are one hundred forty-four sheets of paper in one quire.

This dictation contains possessives, pairs of words, and commas between words in a series. If the children have not had these topics, omit until some future time.

Dictation:

About two months ago, two boys decided to go to their uncle's farm for a few days' vacation. They loved to hear their parents talk about the old farm house. Their mother was born there, and she had often played by the river which ran past the garden.

When the boys told the plan to their mother she was pleased. She began at once to tell them of the places where they would have the best time.

There were swings, boats, and ponies. Here and there were splendid places for picnics. Down by the old well, too, was a fine place to play.

After spending many days preparing for their journey, the two boys saw their trunks taken to the station. Here a surprise awaited them. A number of their friends were there to see them off. Good-byes were soon said, and the train pulled out with two happy boys.

When I was a boy I lived far out in the West. Illinois was the far West then. Few people lived there, and Indians roamed the forests. We didn't have large schools as you children have. Our school was a rough log cabin. I had to ride two miles, and some children had to come even a greater distance. We had school for only a few months in summer, for when winter came it was too stormy to go out.

There was always much work to be done on our farm, and when I was not at school I helped father. Often we would not finish until late at night. Water from the well had to be brought in, the cows had to be milked, the chickens fed, the plowing done, and many other things around the farm. The children of those days had to work very hard. Then he closed his eyes and added, "Some time I will tell you more about those days. I am too tired now."

This dictation contains capitals for proper names, commas for the name of a city followed by the name of a state, quotations, and pairs of words. If the children have not had these topics, omit until some future time.

The Quaker's little girl sat upon the doorstep of her home in Philadelphia, Pennsylvania, eating her bowl of bread and milk.

Now and again the mother and father heard their child's voice saying, "Thee must keep on thy own side. Thou hast had enough."

Wondering what the child was talking about, the two went quietly to the door. There sat the child lightly tapping the head of a large snake that was eating his share of the little girl's breakfast. Again the little voice asked, "Will thee not keep on thy own side?"

The father's arms went quickly about his little daughter. The mother's eyes filled with tears when she saw the object upon which her own gentle teachings were being practiced.

This dictation contains capital letters for titles, time of day, and quotations. If the children have not had these topics, omit until some future time.

The teacher said, "I wish every one to stay after school to-night." Fierce looks passed from one to another. The cause of the punishment was unknown. Every one was wondering why. A feeling of uneasiness was very noticeable on each face.

At last three o'clock came. The teacher announced, "Colonel Smith has brought his teams and will take us for a ride." "What a surprise," they shouted, as they climbed into the wagons.

CAPITALS CONTINUED.

For the method of presenting the work see p. 120. These exercises continue the work given before. Make the statements concrete. General is a title. Therefore, *General* begins with a capital letter. Civil War is the name of a well-known event. Therefore, *Civil* and *War* begin with capitals. Democrats is the name of a political party. Therefore, *Democrats* is written with a capital letter.

Go over the sentences orally first, justifying the use of the capitals. Afterward put the sentences on the board without capitals. Have the children copy, supplying the proper capital letters.

Use the sentences for dictation at the board. Have the children write sentences containing titles, names of political parties, corporations, etc.

Tell the children that few abbreviations for titles of honor should be used. It is better to write them out. However, the following abbreviations are used. Each must be followed by a period: Mr., Mrs., Jr., and Sr. If M.D., A.B., or P.H.D. is used it follows the name, is separated from it by a comma, and is used as here written.

1. George Meredith, the English novelist, died in London on the 18th.
2. The Turkish Government has offered the Jews a large body of land for their new Jewish nation.
3. "The Senator couldn't ask for a more satisfactory answer," she said.

4. At Tulare the First National Bank has let the contract for what will be one of the finest buildings in the San Joaquin Valley.
5. The first carload of cherries sold in New York this season was from Sacramento Valley orchards, and brought over \$4,000.
6. The representative of the Republican party was made president at the last election.
7. The Torrid Zone is bounded on the north by the North Temperate Zone and on the south by the South Temperate Zone.
8. The Young Women's Christian Association has made it possible for many poor young women to earn a living.
9. She wore a dress of china silk imported on a Chinese steamer.
10. The Democrats twice elected Cleveland president.
11. While in Washington we shook hands with President Taft. We visited Congress, which happened to be in session. The Senate was listening to an address by General Brown. The clerk was reading a bill to the House of Representatives.
12. The bill passed the Senate, but was held up in the Assembly.
13. Each of the Assembly Districts contains from forty thousand to eighty thousand inhabitants.
14. "Are you insured in the Hartford Fire Insurance Company?" he asked.
15. The Board of Supervisors passed a bill prohibiting gambling in many forms.
16. The trip down Bright Angel trail at the Grand Canyon of Arizona is very thrilling.
17. The decision of the Supreme Court removed all doubt of the man's guilt.
18. The Republican party voted to repeal Rule No. 12.
19. His ambition was to go to Congress.
20. He called in Doctor Jones to attend the sick man.
21. At the commencement exercises of the University of California James Bryce, P.H.D., delivered the address.
22. Yesterday Reverend Brown preached a sermon on justice.
23. The topic of discussion between Professor Brown and Doctor Smith was the Negro Problem as interpreted by the North and the South.
24. From 1870 to 1890 the Democratic party was in control of New York City.
25. From the time of the immigration after the Great Famine up to 1880 the Irish peasants lived in a solid mass from the East River to Five Points.
26. As a result of the persistent efforts of the Police Department, criminals were forced to leave the city.
27. In Haverland, one of the ancient Dutch towns on Long Island, there stands a little cottage.
28. The Liberator is the official organ of the League of Justice.
29. The engineer went to Toledo on the Lake Shore Railroad to attend their convention.
30. This fall Emperor William will visit King Edward in London.
31. Utah is the home of the Mormons.
32. In New Orleans are found creoles, negroes, and mulattoes.
33. Every morning at breakfast he reads the Call.
34. "Is the Crisis a story of the Civil War?" she asked.
35. The battleship Oregon was built at the Union Iron Works in San Francisco.
36. There are two houses in Congress, the Senate and the House of Representatives.
37. They honored Senator Brown by making him chairman of a responsible committee.
38. California has two senators and eight representatives in Congress.
39. The State Legislature convenes in Sacramento every two years.
40. The State Legislature of California consists of the Senate and the Assembly.
41. A congressman must be at least twenty-five years of age, and a senator thirty years of age.
42. "I shall be a senator when I grow up," said the boy.

8. This dictation contains capitals for proper names, holidays, titles, and corporations, and pairs of words. If the children have not had these topics, omit until some future time.

It was a gala week in Summerville. The first time in local history there was to be a festival. To-day the big parade was to take place. Flags and bunting had been hung out along the line of march. It reminded a visitor of the Fourth of July.

Governor Brown was to ride at the head of the procession. The Board of Supervisors, the Chamber of Commerce, and the Board of Education were to be in line. Much time had been devoted to the float to carry the Goddess of Liberty and her attendants.

These were not the only features. There were to be floats representing the different industries of the surrounding country, decorated carriages and automobiles, and citizens in line. The Grand Army veterans had their place. The Native Sons, too, were to be there. Last, but not least in importance, were all the school children dressed in white, carrying flags, and marching two by two.

CAPITALS AND REVIEW OF *Pairs of Words, Capitals, Possessives, Quotations, Commas in Series and Apposition, City and State, Dates, Abbreviations, Contractions, Numbers.*

1. Boston, Mass., one of our oldest cities, was founded by the Puritans in 1630 on a small peninsula between the Charles River and the harbor.
2. Because of the large shipment just received from the Orient, there will be a sale of china silk, surah silk, Japanese bric-a-brac, and Oriental rugs Tuesday, February 2d, at two o'clock.
3. "We visited the Tower of London," said Miriam, "the oldest building used by the government in England."
4. Here may be seen Queen Victoria's crown, containing three thousand beautiful diamonds.
5. "The steamer Mongolia was due in the Orient," said the captain, "before the storm arose."
6. July 4, 1776, the Declaration of Independence was signed in the State House in Philadelphia, Pennsylvania.
7. "There, too, from May to September sat the Convention which framed the Constitution of the United States," said Jack.
8. "Don't you think the English Pilgrims' voyage in the Mayflower is one of the most interesting stories in history?" asked the boy.
9. The captain of that ship received a fine gold medal from the Emperor of Germany.
10. The Secretary of Agriculture, who will go to Southern California to investigate the blight of the walnut tree, arrived in the City June twenty-third and will leave to-night on the 7:30 train.
11. Mr. Roosevelt, ex-president of the United States, is admired by both Democrats and Republicans.
12. "My parents' desire is to go west to Alaska," said Ethel, "and come back through the Southern States."
13. The Stars and Stripes as we now have them were adopted by Congress June 14, 1777.
14. "The East, the West, the North, the South," said the speaker, "are again united and prosperous."
15. The Sequoia National Park of 161,280 acres and the General Grant National Park of 2,560 acres were established by act of Congress October 1, 1890.
16. The next year, March 16, 1901, the Legislature appropriated \$250,000 to buy 3,800 acres of forested land in Santa Cruz and San Mateo counties, south of San Francisco.
17. This grove is known as California Redwood Park, and is controlled by a board consisting of the Governor, the Secretary of State, the Attorney-General, and the State Forester.
18. In Egypt the year is divided into three well marked seasons, summer, flood, and winter.
19. The summer season extends from the first of April to the end of July. The flood season begins the first of July and lasts till the end of November, when the river overflows its banks.
20. God, the Infinite One, the Father, the Holy Ghost, the Most High, our Lord Jesus Christ are all names of the Deity.
21. Since the time of Edward I, all the sovereigns of England have sat in the great Coronation Chair in Westminster Abbey to be crowned.
22. "Yes, he is, without doubt," said Captain May, "the ablest man in the state of New York."
23. "How many times," asked Philip, "was George Washington made President of the United States?"
24. The Knights of the Round Table flourished in the reign of King Arthur.
25. "A message from the President and also ex-President Roosevelt was read in the Senate last Wednesday," said Senator Carter.

26. "The Turks' reinforcements reached Constantinople just in time to greet the new Sultan," said Harry.
27. The sword girded on the new monarch Mohamed V is the ancient sword worn by thirty-four of his ancestors, twenty-eight of them since Constantinople was conquered.
28. The East India Company and other companies sent out many men to establish trading-posts in America.
29. "In London, England, one's attention is always called to the place where the Christians, Roman Catholics at one time, and Protestants at another, were burned at the stake," said Lieutenant Gray.
30. Martyrs' sufferings have made this place sacred.
31. The Children's Crusade was led by a French peasant lad, who felt that he was commanded to lead a crusade of children.
32. The French children numbered about thirty thousand.
33. Many fallen knights now lay about their king, who had lain on the battle field since morning.
34. Decoration Day, May 30th, the veterans and soldiers, too, gathered at the National Cemetery to pay their respects.
35. "The North and South suffered greatly during the Civil War," said the general.
36. The English king, Richard the Lion-hearted, was the central figure among the Christian knights of the Third Crusade.
37. "My men," said Canute, "there is only one King who is all powerful, and it is He who rules the sea and sky."
38. We must leave the City at 7.20 a. m. in order to meet their mother at the Oakland Mole.
39. Lincoln worked hard to keep the states of the United States together, for he knew that the Union could not exist half slave and half free.
40. Greenland is in the northern part of the Western Hemisphere.
41. We visited the United States Naval Academy at Annapolis, Md.," said Admiral Nelson, "and then took a trip to the United States Military Academy at West Point, New York State."
42. Some gipsies, going north, passed here about the beginning of fall.
43. Two members of the Board of Education visited our school last week.
44. For many years people have expected a civil war in Russia.
45. "The colonel, being a very sensible man, referred the matter to the general," said the lieutenant.

Additional Sentences.

1. The President and Postmaster-General sent for the postmaster of our town and the secretary of our society.
2. The Spanish ships were destroyed by the English, assisted by their French allies.
3. He said, "The West is prosperous and I shall leave for there next summer."
4. "Who took May's little brother to the Cliff House Admission Day?" asked Sarah.
5. He said to King Arthur, "God bless you, Sir King, and all the Knights of the Round Table."
6. Then Lancelot gave him the order of knighthood and bade him godspeed.
7. He went to the Arctic Zone and brought back some Arctic ivory.
8. Cooper's Medical College has become part of Stanford University.
9. "Did you see Aunt Jane and her nephew, my cousin, at the Alaska-Yukon Exposition?" she asked.
10. The government tug Relief went down the bay to meet the Korea.
11. The United States of America is the vast territory reaching from the Atlantic Ocean to the Pacific and from Canada on the north to Mexico on the south, as well as the great land of Alaska and the many islands beyond the seas.
12. At the time of the French and Indian War there were vast areas of land in Virginia and throughout the South and West, of which the ownership was in doubt and the location not even known.
13. Many students of history are wondering what development will result from the meeting of the Occident and the Orient.
14. Mr. Smith went to the Far East and returned with china silk, india ink, and tropical plants.
15. We steamed into the Bay of Naples on a beautiful summer afternoon. It is a bay with which our own San Francisco Bay is often compared.

16. New York City, in the state of New York, is the metropolis of our country.
17. The Senator just referred to was sent to the Legislature because we believed him to be a true representative of the people.
18. The visitors from the East were charmed with Golden Gate Park. They called our Park a paradise.
19. Governor Gillett, with the overnors of our neighboring states, met their councilmen to discuss matters of common interest.
20. "What should the duties of a board of education be?" asked Mr. Graham.
21. The State Board of Education convened last week at Sacramento.
22. Our government is a federal government.
23. The federal government of our United States is similar to the monarchial government of Great Britain and Ireland.
24. The Revolutionary Period was a trying time to Washington, our first president.
25. The government demands obedience to its laws.
26. At high school we studied algebra, botany, grammar, English, French, and German.
27. In nearly every country of the world Catholics, Protestants, and Jews are permitted to worship without molestation.
28. Civilized nations are spreading education among pagan and heathen nations.
29. There was a great flood in the Mississippi Valley.
30. The Galveston flood brought much suffering to the people of Texas.
31. The railroad often employs coolies.

This dictation contains capitals for proper names, proper adjectives, mountains and countries, the writing of numbers, quotations, commas between words in a series, and pairs of words. If the children have not had these topics, omit until some future time.

About a hundred years ago a great general named Napoleon Bonaparte was leader of the French army. He wanted very much to take his army across the Alps Mountains into Italy. He sent some men to look at the passes. When they returned, he asked, "Is it possible to cross the Alps?" Then one of them replied, "It may be possible, but—" "Let me hear no more," said Napoleon. "Forward to Italy."

He had a large army of sixty thousand men. The long line of soldiers, horses, and cannons stretched for twenty miles. When they came to a steep place, Napoleon gave the order, "Charge!" Thus they moved onward, and in a short time they were over the Alps and marching on the plains of Italy.—*Rewritten from Fifty Famous Stories.*

QUOTATIONS.

Review the sentence on page 127. Put on the board the following sentences:

1. "I shall try to do as you say," said John, as he turned away.
2. "Do you think it will rain?" she asked, as she looked toward the south.

How much of the first sentence tells what John said? *As he turned away* is an added thought, but not a part of the quotation. It is separated from the rest of the sentence by a comma.

Take up the second sentence in the same way.

Put the following sentences on the board without quotation marks or commas. Have the children supply them, telling why:

1. "Hurry, or we shall get caught in this storm," cried Tom, as he started for the door.
2. Edith, can you tell me anything about a swallow's wings? asked the teacher, looking out of the window.
3. "Aunt Clara," asked Rob one day, as he hurried breathlessly into the house, "what bird is that hammering on the oak tree?"
4. "Bring the man before me," shouted King Lear angrily to his guards.
5. "I have come," said Jason, looking into the king's eyes, "for the Golden Fleece."
6. "Don't let my father's horses run through the gate," shouted John, when he saw the baby fall.

7. "On Decoration Day the soldiers and veterans, too, gathered at the statue of Washington to pay their respects to the dead," wrote Rob, then closed his book.
8. "Never mind," said the old duck, as he turned away, "the other duckling is graceful enough."
9. "If you will only spare my life," said the fox, as he looked up at the farmer, "I will never steal again."
10. "Oh, I can't trust you," he replied, and he despatched him at once.

Put on the board these sentences:

1. "Where are you going? May I go with you?" he asked.
2. He said, "It is a nice day. Let's go to Golden Gate Park."
3. "Did you study your lesson last night?" he asked. "I studied mine."

Call the children's attention to the fact that quotations are often made up of several sentences. If the sentences are not interrupted by *said he, etc.*, the quotation marks are placed at the beginning of the first sentence and at the end of the last one. Sentence No. 3 shows the punctuation of a two-sentence quotation interrupted by *he said*.

4. "Are you taller than James? Then you may stand at the head of the line," said the teacher.
5. "She went then on foot rather than wait and go on the train," said her sister. "She will be very tired."
6. "This year's vacation will be six weeks long," answered John. "Where shall we go?"
7. "I shall take you East," replied John's mother. "Will you enjoy that?"
8. "Shall we visit eastern Ohio? Cousin Jack lives there," said John.
9. "It's a cold morning," said the grasshopper, "very cold."
10. "Do you prefer to live in the North or the South?" she asked.
11. Shakespeare says, "Her voice was ever soft, gentle, and low."

QUOTATIONS AND REVIEW.

1. "I suppose," he said, "that she thought I was a beggar. Did you think so, too?"
2. "Thank you," said the lady's sister, as she reached out her hand to the boy. "You've been very kind."
3. "Won't you help me?" asked the old man, as he approached Professor Steel.
4. "Isn't it time," he asked, "to begin to do better?"
5. When they entered the door the boys' mother said, "A telegram says your uncle has just arrived from South Africa."
6. He cried out, "Who's there? What's the matter?"
7. " 'Twas a famous victory, for the soldiers hadn't expected the attack," declared the general.
8. "I should like to go to the fair," said the boy, "but the fare is too much."
9. "Do not sit in your seat," said the teacher, "but rise when you are spoken to."
10. "Do you know if these two books are interesting?" asked James. "I should like to read them."
11. "Ascend yonder winding stair," said De Bracy. "It leads to his apartment. Wilt thou accept my guidance?" he added, in a submissive tone.
12. "Now, I hope," said Charles, laying down his pen, "that I shall hear from him soon."
13. "Why do you lay a paper over the fruit?" asked Alice. "Isn't it better to let it lie in the sun?"
14. "Did you come here to hear him sing?" asked David, greeting his friend.
15. "That's mine," said the boy, laying the book upon the table. "It's not theirs."
16. "Where have you laid the paper that was lying here?" asked Ruth. "Upon which shelf did you say?"
17. "If I lay it here now will it be lying here when I return?" she asked, turning toward the table.
18. "Don't let him go. Haven't you any one else to send? I'm afraid the surf is too strong for him," pleaded the boy.
19. "It's not hers, it's theirs," said Ralph, jumping up.

20. "Doctor Gray died February 11, 1864, which was during the Civil War," responded Colonel Bray.
21. "Caruso was here about four years ago," said Mrs. Porter. "Did you hear him sing?"
22. "What is the trouble?" he asked. "Trouble?" repeated the officer. "Don't you know you're driving about nine times as fast as the law allows?"
23. "Although you may laugh," said Caesar, "he has reason to be proud. I would rather be the head man of a village than the second man in Rome."
24. "There is a sign on the door that reads, 'Walk in,'" said Francis' father.
25. "If any one has lost his purse he may find it here at the close of the meeting," announced the president.

QUOTATIONS (all kinds).

26. "May John go riding with me?" asked Fred.
"Yes," said John's mother, "if you come home before it is dark."
"Yes, we shall be home early," said the boys, as they rode off.
27. "Why," asked Hazel's teacher, "do you study at night? Have you no time after school?"
28. "Come, John," shouted Fred, "let's go into the fields. Don't you think we can find some flowers there?"
29. "Well, I'm going now," said Alice. "Good-night."
30. "From what islands do we get the best coffee?" asked the teacher. "Can you tell me, Ann?"
31. "The dye has discolored the new material," said the clerk, "so that no one will buy it. It seems too bad that the whole piece is destroyed."
32. "Recalled to life," he muttered, as he walked beside the old Dover mail coach. "What could have been meant by such a message?"
33. "We arrived at Boston, Mass., at half past three, July 1st," said Grace, "and on the third of July we left at two o'clock for Jamestown, New York."
34. The lady asked, "Is your sister at home? May I see her?"
35. "Will you go to the Park this afternoon?" asked James. "It is a fine day."
36. "We must fight it out," said the general, riding through the ranks.
37. "No, you didn't think," said the teacher. "Will you ever learn to think?"
38. "Yes," quietly responded the man, "I suppose I was, now that you speak about it."
39. "Can you guess what I have?" the child cried gleefully.
"Something fine, I am sure," said the man.
"Look!" she cried, and the street rang with her happy laughter.
"What are you going to do with it?" asked the man when he saw that the little hand contained a penny.
40. "Can you write these sentences?" asked the boy. "They are very easy."
41. "There goes the man," he cried, starting to run. "Catch him."
42. "I'm looking for an honest man," said Diogenes. "Where can I find one?"
43. "Where do their parents expect to be February 22, 1910?" asked Tom, turning to his friend.
44. "The third of February is the day set for the picnic," said Fred. "Will you go with us? We shall have a fine time."
45. The telegram said that Jane's father would not arrive until October 18th.
46. "This letter," said Eleanor, "is dated June 3, 1905. Have you not seen it before?"
47. "Holland is a queer country," said James. "It is sometimes called the land of dykes and canals."
48. The boy said, "Some day I shall be a member of the English Parliament. When that time comes I shall be the King of England's most loyal subject."

POSSESSIVES.

By this time the children should be fairly familiar with writing the possessive singular and plural of common nouns. The writing of nouns to show joint and separate ownership should not be very hard. Put on the board the names Mary and Jane and the word mother. Tell the children that Mary and Jane are sisters. To write a sentence telling about their

mother, put the possessive sign on the last one only. Then write on the board: Mary and Jane's mother is visiting in Ohio.

Put two more names on the board. Tom and Harry. Say that Tom has many books. Harry has, too. Then write the sentence Tom's and Harry's books are very beautiful.

Go over several of the following sentences, having the children decide whether each one owns an object, or whether they own the object together. Give them the names *joint ownership* and *separate ownership*. Use the language form: Mary and Jane are joint owners. Therefore, Jane only takes the sign of ownership. Tom and Harry are separate owners. Therefore, both Tom and Harry take the sign of ownership. The thing to determine first is: Does each one own an object by himself (separate ownership), or do they own it together (joint ownership)? Drill on this first, then on putting in the sign.

1. John's and Henry's boats are painted blue.
2. May's and Gladys' rooms are in different parts of the house.
3. Sisters' and brothers' hats hung side by side.
4. Men's and boys' clothing is sold here.
5. Ladies' and children's suits were given away after the San Francisco fire.
6. Shall I give you the boy and girl's address?
7. The women's and men's reading rooms were very well arranged.
8. Goldberg and Bowen's store is on Sutter street.
9. Mason and Dixon's line was established in —.
10. Was the horses' and cows' food given them yesterday?
11. Webster's and Worcester's dictionaries are both used in the United States.
12. Where are Smith's and Brown's new stores?
13. Park and Sons' coffee is the best in the world.
14. The governor's and superintendent's policies were given at the committee meeting.
15. Ladies' and misses' dresses were sold at Brown and Co.'s store.
16. Dot your i's and cross your t's.
17. The house was all at 6's and 7's.

POSSESSIVES AND REVIEW.

1. She said to me very quietly, "The girls' books are not in their desks."
2. "The King of England's palace is in London," said James' sister. "Did you visit it while in England?"
3. Mary asked, "Did it occur in Washington's, Jefferson's, or Adams' administration?"
4. Women's, children's, and infants' coats are sold at King's and Jacobs' stores.
5. "Which do you like the better, Dickens' or Scott's novels?" asked James.
6. "My daughter's going need not prevent their coming," said their mother.
7. Is it half a mile's walk from here to the station?" asked the traveler.
8. "Am I too late?" asked the boy.
9. The fairy tale tells us that the heroes' lives were given to save the king's daughters' jewels.
10. "That house is the doctor's," said John's father. "You must stop there on your way to Smith, the bookseller's."
11. "Wasn't the Children's Crusade led by a French peasant lad?" asked the boy, looking up from his book.
12. "In Normandy," said the tourist, "even the butchers' shops are gay with bright flowers."
13. "It is Mr. and Mrs. White's intention," said he, "to buy a six thousand dollar automobile for their son."
14. Harold said, "This morning's returns showed twenty-nine killed, forty-four wounded, and twenty-six missing."
15. As Fred's father had gone farther on his way, their efforts to make him hear were in vain.

16. "It is necessary for a beginner to do two days' work for one day's pay," said the manager, turning abruptly toward his desk.
17. "The stems of the lilies and roses were broken by last night's storm," said the florist, as he pointed to the torn bushes.
18. "It's not hers, it is theirs," cried the boy, jumping up.
19. "This year's ladies' hats are not trimmed with so many birds' feathers as last year's," said Jane.
20. "To-morrow," said George, "will be Washington's Birthday. Will you go fishing with us?"
21. "His mother's opinion meant more to him," said she, "than any one else's."
22. "Yesterday the men's lawyers pleaded for the jury's mercy," said Mr. Brown, looking up from his paper.
23. Germany's history is more interesting to Gladys and James' sister because she has been there for a six months' vacation.
24. "I should like to protest," said Mr. Black, "against Mr. Jones' doing my work."
25. "Were we told to buy Brown's or Harvey's language?" asked the boy.
26. "The judge pronounced Mrs. Jones' and Mrs. James' roses the largest and finest," said Doctor Long.
27. Ferdinand and Isabella's desire was to carry out Columbus' plans.
28. The legend tells us that Achilles' life could not be taken unless the arrow's point struck the soldier's heel.
29. "Doctor White," said Dick, trembling with agitation, "you're very kind. I know how much you valued 'Browning's Poems.'"

This dictation contains capitals for proper names, names of places, and months of the year, abbreviations, and divided quotations.

Two boys were on their way to school. "Fred," asked one of them, "have you ever been in New York?" "Yes, Allen," answered Fred. "I went last April with Mr. Smith." "Did he show you the Brooklyn Bridge across East River?" "Yes, but I suppose you know that East River isn't a river at all." "Of course I do," said Fred. "It's only a strait connecting Long Island Sound with the Atlantic Ocean. I crossed the Hudson River when we went to Jersey City." "You must have learned a good deal of geography on that trip," said Allen.

This dictation contains possessives, contractions, divided quotations, and pairs of words.

"Here they come, bag and baggage," shouted Tom, as the boat neared the pier. It was, indeed, a merry greeting and the boys were more than glad to see each other. "Just think," cried Jack, "there will be no more studying nor errands for two whole weeks. Won't we have fun, though?"

The merry group hurried to their aunt's home, and on the way eagerly planned their sports for the two weeks' visit.

This dictation contains commas for the name of a city followed by the name of a country, possessives, contractions, and divided quotations.

London, England, is known for its dense fogs. On a very foggy night a gentleman lost his way home. He heard footsteps approaching.

"I am lost," he said. "Can you tell me where I am?"

"Where do you wish to go?" asked the stranger.

The gentleman told him.

"That is quite near. Trust yourself to me, and I will lead you to your door," said the stranger, leading the way. When they arrived at the house, he accepted the gentleman's thanks.

"London's fog doesn't bother me," said the stranger. "I am blind."

Laddie is a beautiful Irish setter. He likes to lie on the steps in the sunshine. After he has lain there for some time he stretches himself and goes for a walk.

One day he lay down in front of the open fireplace. He laid one paw too close to the fire. Before he could pull it away it was badly burned.

The poor old fellow came to me and laid his paw in my hand. I bandaged it for him as well as I could. To show how grateful he was, he laid his head in my lap. I hardly need to say that he has never lain so near the fireplace since.

This dictation contains abbreviations, divided quotations, contractions, possessives, and pairs of words.

LEARNING TO WRITE WITH INK.

"O mama," cried little Rose, as she ran into the house. "To-day our teacher let us write with ink for the first time. It was such fun." Mrs. Lewis stopped her work to look at her little girl. She certainly had been writing with ink. Her fingers were black, an ink spot was on the top of her nose, and there were two marks on her white apron. It was too funny and the good mother just sat down in a chair and laughed. It seemed as if she couldn't stop. The blots told the whole story.

Next mother saw her little one sitting at the large desk trying her best to manage a clumsy pen. Then, as she dipped it into the ink, somehow Rose's tiny fingers slipped in. Then the ink was spread from face to clothes. "Yes," said her mother, as she prepared to make Rose white again, "I know all about it, dear." Rose wondered how she could know. Finally, she asked, "Mama, were you peeking through the door when we were writing?" Mrs. Lewis smiled and said, "I was a little girl once myself."

This dictation contains capitals for titles and proper adjectives, possessives, divided quotations, and pairs of words.

A hundred years or more after the time of King Alfred there was a Danish king of England named Canute.

King Canute's great men and officers were always praising him. One would say, "You are the greatest man that ever lived." Another would say, "King Canute, there is nothing in the world that dares to disobey you."

The king was a wise man, and he grew very tired of hearing their foolish words.

Once when he was by the seashore he thought he would teach them a lesson. "Am I the greatest man in the world?" he asked. "Oh, king," they cried, "there is no one so mighty as you." "Do all things obey me?" he asked. "Command it and it will obey," said one.

"Sea," cried Canute, "I command you to come no farther." But the tide came in just as it had always done.

It came up around the king's chair. Then King Canute said, "Learn a lesson from what you have seen."—*Rewritten from Baldwin's Fifty Famous Stories.*

This dictation contains capitals for proper names, names of places, and sections of the country, possessives, abbreviations, time of day, divided quotations, and pairs of words.

GRANDPA'S BOYHOOD.

Alice and Jessie's home was a large farm near Santa Rosa. The little girls' grandparents were too old to live alone, so Mr. and Mrs. White cared for them. The dear old couple loved their grandchildren very much.

After school Alice and Jessie liked to harness their pony and take them for a drive far down the shady road. Then back they would come in time for dinner at five o'clock. The children's parents always watched them as they drove up the path. They liked to watch their two daughter's smiling faces.

Every Sunday afternoon all gathered around grandpa. They were always ready to hear his interesting stories.

"To-day," began grandpa, one Sunday, "I'm going to tell you about my boyhood." Alice clapped her hands. Impatient Jessie said, "Please begin right away, grandpa, for I am sure this story will be even better than the last." The old man patted his little girl's head and began.

Correction of Errors.

There is another class of errors more difficult to correct than the class dealt with before. It seems necessary for the children to know something of technical grammar before they can choose for themselves the proper form to use. The agreement of the subject and the predicate in number illus-

trates this class of errors. It seems almost a hopeless task to correct such mistakes as they occur, for there may be as many errors as there are subjects and predicates in the English language.

This does not mean, however, that the children must use five hours of their time every week for three years to learn all the intricacies of technical grammar. There are a few points necessary, however.

Predicates, subjects, and complements should be thoroughly taught. A method of doing this can be found in *A Course of Study in Grammar*, Burk & McFadden.

Nearly all the mistakes occur in the use of the verb *be*.

Few, if any, mistakes are made in the present tense. In the past tense, mistakes occur in the second person, but provision has already been made for that in another lesson. Mistakes also occur in the third person, both singular and plural. Nouns do not change their form to show person, so no time need be lost. The children must know that *was* is used with a singular noun, and *were* with a plural noun.

If they can select the predicate and subject, if they can tell whether the subject is singular or plural, if they can tell that *was* is used with the singular one and *were* with the plural one, then practice, and that alone, will make them proficient.

To illustrate: In the sentence, The doors of the Mission was very large, the children must find the predicate, then the subject. They must decide that the subject, doors, is plural. They know that *were* is used with a plural subject. Therefore, the sentence is incorrect. *Was* should be *were*, and the sentence should read, The doors of the Mission were very large.

In this connection they must learn also that *does* is used with a singular subject, and *don't* with a plural one. The language form is the same as that used with the verb *be*.

Correct the errors.

1. "Mr. Jones don't live in San Francisco, California," said the girl.
2. John and Tom is going to Chicago, Ill., next Wednesday.
3. They wasn't with us at Berkeley last April.
4. The Andes Mountains is in South America.
5. The gardens of the Alhambra was very beautiful.
6. Those ladies in that room teaches our class spelling.
7. The men in this office stops work at five o'clock.
8. The boys who was here yesterday lives in New York City.

Faulty Sentences.

METHOD.—There is no mistake made so often by children beginners in composition writing as that of running several thoughts into one sentence with no marks of punctuation. This is especially true when the second thought seems to grow out of the first, as, It was lovely the water was very clear.

It is always better to begin with short sentences. A good device is to limit the sentences to one line in length. However, if there are a few words over or under one line, nothing need be said. In the above sentence it is much simpler to make the correction with a period after *lovely* and a capital letter for *the*.

To present a lesson of this kind, put several groups of sentences on the board just as the children have written them. Have each group read aloud. Then have the children tell, in as good sentences as they can make, each thought that the author wished to tell. Sentences selected from the class that is at work are much better than those selected from any school by any author.

Requiring short sentences sometimes leads to putting in a period and a capital letter for the clause of a complex sentence. Only drill will help the children to overcome this. Some such sentences are added. Teachers will find many more while correcting compositions.

1. It was lovely the water was very clear.
2. It is a beautiful geyser it is called Old Faithful it shoots up every sixty-five minutes.
3. We went to see the Fleet we took our lunches with us.
4. In front of a Dutch house on the porch, you will find a line of shoes you can tell how many are in the house by the number of shoes.
5. Alice was startled she unbolted the door.
6. Two men came in they were wrapped in blankets.
7. They had many good things to eat there were roast turkey with apple sauce, and the celebrated mince pie.
8. He went to the cow stable he saw some hooks he grabbed one and ran back to the house.
9. The poor bear found himself in the pantry he looked around and saw a piece of cake he began at once to eat it and forgot his fear.
10. He was about to go to bed he looked out once more and saw the signal fire of the Indians.
11. We had just come home from a party it was nearly twelve o'clock.
12. John's mother was reading a story it was nearly bed time.
13. When the ship landed. The men gave the Indians beads and trinkets.
14. One day when John's mother was reading a story. There came a knock at the door.
15. In a little fishing village. On the coast of Cape Cod. A small family lived.
16. When these boys saw their mother walking about the garden. One of them said to the other. "Isn't she beautiful?"
17. While we were camping near Shasta. The boys killed a bear.
18. When I was a little girl. We lived near the ocean.
19. Once upon a time in the far North. There was a giant living in a cave.
20. As we turned a corner in the road. There stood my father's horse quietly eating grass.

Adjectives for Adverbs.

Use the following sentences for daily concert drill:

I did my work well.	He felt very badly.
The boat moved slowly.	She feels ill.
I have learned to skate well.	He did the work quickly.
I rode home safely.	He won the race easily.
They treated him very well.	The rose smells sweet.
They treated him very badly.	The car stopped suddenly.
They move very quietly.	She appears well on the stage.

Answer the following questions:

How did you do your work?	How did he feel?
How did the boat move?	Good morning. How are you?*
How do you skate?	How does the rose smell?
How did they treat him?	How did the car stop?
How did they move?	How does she appear on the stage?

* "Nicely, thank you," is wrong. "I am well," is a correct answer.

If the children have had some technical grammar—if they are familiar with nouns, pronouns, verbs, adjectives, and adverbs, they may be given a standard by which to decide for themselves which form is correct. It is a mistake to think that when they know how to tell which is correct that they will do so. It is only by constant drill in which the ear becomes accustomed to the correct sound that any marked results may be looked for. It makes little difference whether the children know the reason or not. The children must know that (1) adjectives can not modify verbs, adverbs, or other adjectives, and that adverbs can not modify nouns or pronouns; (2) that a number of words have adjective and adverbial forms, the adverb usually being formed from the adjective by adding *ly*; (3) that in the case of an attribute complement the adjective modifies the subject, and if the word modifies a verb, then it is an adverb.

Focus the attention of the child upon this question. Is the subject or predicate modified? If the subject is modified then an adjective must be used. If the predicate is modified, then an adverb must be used. See A Course of Study in Grammar, Burk & McFadden, page 76.

Have the subject and predicate of the first sentence given. “Is the word *well* an adjective or an adverb in form? Does *well* modify the action of doing or does it tell some quality of I? The children must then be able to state that *well* is adverbial in form, that it modifies the action of doing, and hence is correct.

- | | |
|---------------------------------|--|
| *1. I did my work well. | 9. He is very bad off. |
| 2. He spoke very distinct. | *10. The boy acted badly at the party. |
| 3. Mary plays good. | 11. He looked kind at me. |
| 4. He came very prompt. | *12. He sat silent. |
| 5. He is a real good boy. | 13. He sat quiet in his seat during the lecture. |
| 6. They treated him very rough. | 14. He writes good. |
| 7. He felt sadly. | *15. The house seems nice. |
| 8. She looks beautifully. | |

Like.

The same may be said about the correct use of this word as has been said about the confusion of adjectives with adverbs.

Give conscientiously the daily drills:

- | | |
|--------------------------------------|--|
| She works like a Trojan. | They do not look like us. |
| She sings like a bird. | The baby cried as if she were hurt. |
| She looks like me. | He ran as if something were after him. |
| I feel as if I could cry. | They wear dresses just like ours. |
| It sounds as if a train were coming. | |

Ask the following questions:

- | | |
|--------------------------|-----------------------|
| How does she work? | How does it sound? |
| How does she sing? | How did the baby cry? |
| Whom does she look like? | How did he run? |
| How do you feel? | |

* Starred sentences are correct.

Complete the following:

like green walls	as if they were leaves
as if they were afire	like a flower
like these	like a good boy
like a whirlwind	as a horse does
like silver	as the wolf ran
as if he were angry	as if it would rain
like a snow storm	

A statement that will help the children decide in *many* cases whether to use *like*, *as*, or *as if* is this: A predicate follows. Therefore, *as* or *as if* is used.

Apply the statement to the following sentences:

1. We can not play in so little a yard like the girls have.
2. They do not sleep on pillows like we do.
3. It sounded like a train was coming.
4. Many boys have not an uncle like you have.
5. It seemed to me like I heard some music on the street.
6. It seems like the boat is moving.
7. I feel like I could cry.
8. They don't punish children now like they did then.
9. Dick's mate was an old horse that looked like he did not get anything to eat.
10. The baby cried like she was hurt.
11. He ran like something chased him.
12. She sang just like a bird sings.
13. The house looked like very untidy people lived there.
14. The Indians do not live in houses like we do.
15. The little boy on the horse bounced like apples do in a basket.

Fill in the blanks in the following sentences:

1. The people in the large cities of Holland have many customs ——— ours.
2. May's mother made her a white dress ——— mine.
3. The ship looked ——— a large bird as it glided over the sea.
4. ——— an arrow the bird flew through the air.
5. The Japanese people are not at all ——— the English.
6. The climate in Los Angeles, California, is not at all ——— that in San Francisco.

General Review Sentences.

GENERAL REVIEW.

1. "It seems," said John, "as if you have read *Hiawatha* many times."
2. "May I divide the apple between the boys?" asked John, as he pointed to the two boys standing on Waller street.
3. "The President of the United States has over seventy millions of people watching his movements," he wrote.
4. The steamer *Ventura* is the Oceanic Steamship Co.'s boat, and sails on the Pacific Ocean.
5. I bought the dress at Weinstock & Lubin's on Fillmore street, San Francisco, California.
6. Two thousand men had gathered when the secretary of the club read the news.
7. "We are reading *Rip Van Winkle* by Irving," said she.
8. Men's and boys' suits are on sale at Hastings' store to-morrow.
9. "I can't go," said Gladys' mother, "until the train arrives."
10. "We are nearing the enemies' camp," said the general, when he saw the flag.
11. It's but two hours' journey from here.
12. "Aren't you afraid that the contract is too large a one?" asked the carpenter.
13. The committee after a long discussion set the meeting for Wednesday, February 12.
14. Jack's brother will leave El Paso, Texas, on the 9.45 a. m. train.

15. Please send to Mrs. A. Jones, 1765 Market street, San Francisco, California, the Ladies' Home Journal, Woman's Home Companion, and Munsey's Magazine.
16. Mr. James White spent last summer at the Ocean House, Long Branch, N. Y.
17. The boat leaves for Honolulu, Wednesday, June 2, at 9.15 a. m.
18. "The Girls' High School," announced Dr. Scott, the principal, "will open Monday, August 2, 1909, at 8.30 a. m."
19. Have you read Dickens' Tale of Two Cities?
20. Thanksgiving is always the last Thursday in November.
21. Some of Whittier's poems were printed in raised letters for the use of the blind.
22. He knew that the mail would arrive from the Orient on the steamer Mongolia, Tuesday at 3.30 p. m.
23. The girls' dresses were brought to them by their brother from Paris two years ago.
24. The children named some tropical fruits that they had eaten in Southern California.
25. This morning the steamer arrived, bringing some beautiful silks, perfumes, and other Oriental things.
26. The United States' fleet sailed into the bay of San Francisco on its trip around the world.
27. "Stonewall" Jackson and "Fighting" Joe Hooker were two generals in the Civil War.
28. In the Middle Atlantic States there are many large cities.
29. The Pilgrims wanted to worship God in their own way.

MISCELLANEOUS.

30. Have you read "The House of Seven Gables," by Hawthorne?
31. He described it as follows: Go three blocks west on Main street, turn to the south two blocks, then in the third house to the right will be found the things you wish to buy.
32. The children wrote compositions on "My Friend Jack," "Over the Seas," "A Plea for Fuss," and "How I Spend My Saturdays."
33. There is much meaning in the following: Books are embalmed minds.
34. On the poet's tombstone in Westminster Abbey I read the words, "O rare Ben Jonson."
35. "Dot your i's and cross your r's," said the teacher.
36. Webster's and Worcester's dictionaries are both good.
37. "Do you think Socrates' questions are hard to answer?" asked Mr. Williams. "No," answered he. "They are very easy to answer. In answering one is convinced immediately that his arguments are faulty."
38. Firm and wise in his judgments, Washington was a natural leader.
39. The Romans, having conquered the world, were unable to conquer themselves.
40. While on a visit to Washington, Captain Brown will visit the Capitol Building and the White House.
41. May Day, Mary and Ruth went to the Presidio.
42. When the English Pilgrims went to Holland they were very poor.
43. Thomas', Charles', and Ada's fathers went to see the president last Wednesday," said Mrs. Hale, "but his decision was the same."
44. "The lion's roar," said Gladys' brother, "was heard in every part of the circus last Saturday."
45. "Come, Edith," said Mary, "let's go to Goldberg and Bowen's."
46. The slaves were freed by the Emancipation Proclamation during the Civil War.
47. The customs of the Middle Ages seem very strange to us now.
48. The graduates of a university usually wear caps and gowns on Commencement Day.
49. During the French Revolution the guillotine was commonly used.
50. Nathan Hale was a hero of the Revolutionary War.
51. Martin Luther was a leader during the Renaissance.
52. During the Dark Ages the priests were the only people who studied.
53. The Fall of the Bastille caused great rejoicing in France.
54. The Thirteen Colonies grew up during the Colonial Period.
55. The Battle of Gettysburg lasted for three days, and cost the lives of many men.
56. As we journeyed north we met many people coming south.
57. The South had its heroes as well as the North.
58. Many people go to Southern California to spend the winter months.
59. We travel east from San Francisco to reach New York.

60. Barbarous tribes live in the northern part of Africa.
61. He spent his last vacation in the East.
62. A great quantity of grain is raised in the Central States.
63. Negroes work in the cotton fields of the Southern States.
64. The right hand side of a map is always east.
65. In the West there are many large cattle ranches.
66. The Galveston Flood occurred in the year 1902.
67. Many lives were lost in the San Francisco Disaster of 1906.
68. The Crusades took place in the 10th century.
69. I crossed the Mississippi River when I came to Stockton, California.
70. Write to Marshal Field and Company or to the Macmillan Company, New York, New York.
71. The sun rises to-day in the east at 6 a. m. and sets in the west at 6 p. m.
72. We are going to a committee on arrangements Wednesday at 5.20 p. m.
73. Mr. Smith is worth \$4,500.
74. School closes at 3.15 p. m.
75. At 2 o'clock we shall have recess.
76. There were four hundred fifty people at the ball game.

APPENDIX.

HANDBOOK TO ACCOMPANY ENGLISH LESSONS, BOOKS ONE AND TWO.

These pages are added to the Bulletin, with the hope that they may be helpful to the teacher in her use of "Lessons in English, Book One."

The text as planned is for the Third, Fourth, and Fifth Grades. As a rule, four lessons in composition and one in grammar or language are allowed for each week's work. This is a very poor arrangement, for several reasons.

In the first place, the order is wrong. More time, in the beginning, should be given to learning the forms, and less to writing compositions. It is clearly impossible for a child to combine sentences into a paragraph until he can write simple sentences well. He must know how to spell the words, how and when a new sentence begins, and how and when it closes. Many of the careless composition habits come from attempting regular composition work before any habits in formal language have been acquired.

To illustrate from the text: The first lesson requires the pupil to combine into a composition of many paragraphs, sentences involving the following language forms, some of which have not become habits under the present methods of teaching by the time high school has been reached:

A capital letter for:

The beginning of a sentence.

The names of people, buildings, dogs, days of the week, races of people.

For a title (Dr.).

A period for:

Ending of a declarative sentence.

Abbreviation.

A comma for:

Parts of a compound sentence connected by *and* and *but*.

Series of words, series of phrases.

Non-restrictive adjective clause.

Non-restrictive word.

A semicolon:

To separate the parts of a compound sentence in which commas have been used.

To be sure, this is only a model, but children are more likely to write long sentences than short ones, so the model after which a child patterns his first composition work should have short, simple sentences. The style at first may be short and choppy, but it is much easier to remedy that later than

it is to break up the habit of writing pages and pages in one long sentence, the parts of which are connected by "ands" and "buts" and "thens."

One can see at a glance that the work of the previous grades has in no way prepared the child to write a composition after this model. It is in this principle that the book fails completely. The author has not realized that a language form must have become a habit before the child can give his attention to subject-matter. Then, too, certain other matters, such as, heading his paper, writing the title, leaving a margin, making a neat looking page, must be matters of habit before any extensive original composition work can be done successfully.

This lesson is followed by three very much like it, and on the fifth day, after having written all of these sentences, the children are given a definition of a sentence and the fact that a sentence begins with a capital letter. Have they been writing their sentences in the first four lessons with small letters? If not, they do not need to be told in this lesson how to do it.

This brings us face to face with another fault—that of attempting to teach the habit of writing correct language forms through teaching definitions and rules.

One can go out any day and watch a carpenter mark out and fit two boards together at an obtuse angle, but the carpenter knows no definition for an obtuse angle. He has learned to do the thing, and that is what counts.

A little girl watches her mother as she sits sewing. Soon the child, too, wishes to sew, but her mother does not give her a definition of sewing; but instead, a needle and thread, and the little girl learns to sew by sewing.

The definition habit is a relic of the times when examiners were sent out to find out how much the children knew. Give the definition for this, that, and the other was a short, easy form in which to send out the questions. Not being familiar with the facts of the case, the examiners took it for granted that, if a child knew the definition, he could do the thing, and so our text-books have taken up half their space giving definitions and rules to learn, hoping that the child, through memorizing them, might acquire the habit of writing correctly.

Another fault must be noted—the forms in common use are not given first, nor is enough drill given to fix these forms, before others are begun.

In the text the following is the order of the facts:

1. Definition of a sentence, its beginning.
2. Definition of a declarative sentence, its ending.
3. How to begin the first word of a line of poetry.
4. An apostrophe for the contraction of *amid*, *never*, *there is*.
5. A comma to separate a clause, out of its natural order, from the rest of the sentence.
6. A comma to separate two clauses not joined by *and*.
7. A comma to separate a non-restrictive participial modifier from the rest of the sentence.
8. A comma for the omission of a word.
9. An exclamation point after two expressions, the second of which begins with a capital letter.

10. Periods at the close of two declarative sentences.

The facts from three to ten occur in a dictation exercise. The children are not given the reasons for these forms, but are supposed to learn them through use. It is not the method in this case which is criticised, but the giving of an exercise containing forms which are clearly beyond a Third Grade child's comprehension or need.

It seems quite unnecessary to point out the fact that the number of forms from the above list actually used by children in the Third Grade is very small. Knowing the definition of a sentence will not help them to remember to begin it with a capital letter, neither will the knowledge of the definition of a declarative sentence give them the habit of putting a period at the end. They are certainly not writing poetry at this age, nor using such contractions as *'mid* or *ne'er*. These uses of commas are not all mastered by high school graduates, and exclamatory sentences are written only when demanded by the teacher. The only forms then actually used are two—a capital letter at the beginning of a sentence and a period at the close.

So much for the first three lessons. The next ones are no better—definition of an imperative sentence, its ending; definition of an interrogative sentence, its ending; capital and period for *yes* and *no* when used alone as answers to questions, and followed by a comma when used with other words.

Imperative sentences are very little used, if at all, at this time; the habit of putting a question mark after interrogative sentences can not be acquired in any other way than by much practice; *yes* and *no* are little used except when dragged into dictation exercises. They might much better give way at present to fixing good sentence habits.

If the book is to be useful, much pruning, re-arrangement, and additional drill are quite necessary.

When Part II of the text is reached, or by the beginning of the Fourth Grade, the work in grammar replaces the work in language forms, the author, in common with many others, feeling that the reason why will in some way or other help in the actual doing of the thing.

Most people who have worked thoughtfully with children will agree that in the early grades, children do not often understand the reason why for language forms, but if told this reason, will commit it to memory in very much the same way that they do the fact itself. Children learn how to speak correctly before they know anything about the structure of the language; they can also acquire the habit of writing correctly without the grammar of the language. If the stenographer puts the apostrophe in its proper place when she is writing the letter, the employer will not ask her if she knows that the word is a possessive noun, singular number, neuter gender, and used as an adjective in the sentence. And while the stenographer may have learned all this in her early school days, if she has not acquired the habit of correct use, her services will soon be dispensed with.

Because the grammar lessons are neither necessary nor practical, at this age of the child, in gaining correct habits of written language, they are omitted from this handbook and other work suggested in their places.

To sum up, there are three faults in the text: First, stress is put upon composition work before the habit is acquired of writing correct language

forms; second, an attempt is made to teach these forms through the teaching of definitions and of technical grammar; and, third, there is an utter disregard of the principle of usefulness in teaching certain forms first.

With these aims in view,—the formation of correct language habits by actually speaking and writing the forms, giving first those forms that are most used, and applying these forms in the composition work,—the following suggestions and substitutions have been prepared to accompany “English Lessons, Book One.”

This book can not be begun without some preparation. If the work suggested by the Bulletin for the First and Second Grades has been well done, the children will be able to take up this work with comparatively no difficulty. If that work has not been done some preparation is a necessity. The work outlined for the First Grade is particularly adapted to that grade and often fails in the Third, but may be given to a Second. It is suggested that if nothing has been done in the First and Second the work be begun in the Bulletin with that outlined for the High First and Second Grade. Omit many of the devices for action, or at least spend very little time on them. Omit also some of the stories.

While this preparation will not be as thorough as it should be, at the same time some habits must be acquired, or the child will be seriously handicapped all through his language course.

1. Page 11.

Exercises 1-4, Bulletin, p. 20; and “Second time over,” p. 26.

Exercise I, Text, p. 11.

Exercises II, III, or IV, Text, for oral work, or omit.

Exercise V, Text, omit.

Directions.—Copying simple sentences that make up a paragraph or a story is a good exercise to aid in acquiring the habit of leaving a good straight margin, of paragraph indentation, and of making the proper beginning and ending of a sentence.

If used for this purpose, Lesson I, with a few changes, is an excellent exercise to follow the lessons suggested from the Bulletin.

The long sentences with commas should be broken up. Instead of the semicolon, use a period and make a new sentence.

Lesson I may also be used as a composite story—that is, a story made up by the teacher and children together. At the same time may be taught the proper way to write the title and its place on the page, also the indentation of the paragraph, and the margin. (See Bulletin, p. 25.)

The teacher must prepare her questions carefully, for upon her questions depends the kind of sentences the children give. Some child in the class may be chosen as the one about whom the description will be written. The teacher asks the questions, the children reply in complete sentences. The best answer is written on the board. In this way the whole story is obtained.

The questions will be something like this: What is your full name? How old are you? What is your height? How much do you weigh? What color is your hair? What color are your eyes? (Give me the last two answers

in one sentence.) What game do you enjoy playing more than any other game? Who plays with you on Saturday afternoon? What books do you like to read? What school do you attend? Etc.

After the whole story is on the board, the children are asked to copy it.

2. Page 13.

Exercises 1, 2, 3, 4, Bulletin, p. 27.

Exercise III, Text, p. 14.

Exercises I, II, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

Directions for Exercise III.—Show the children how and where to write the title, which may be "Last Thursday," or any day you choose. Tell them not to write every sentence on a new line, but to make one paragraph. If they have not learned how to do this, as they probably have not, from the first exercise, have the questions answered. Write them on the board, so the children can see how it is done, then erase, and have them answer these questions:

Tell where you went last week. Who went with you? How did you go? What did you take with you? Tell three things that you saw there. What did you hear? What did you do? What did your friend do? When did you come home? What did you tell your mother about the day?

3. Page 15.

Exercises 1, 2, 3, Bulletin, p. 45.

Exercises II, III, Text, p. 15, as oral work, or omit.

Exercises IV and V, Text, omit.

4. Page 16.

Exercises 1, 2, 3, 4, 5, Bulletin, p. 41.

Exercise I, Text.

Exercises II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

Directions for Exercise I.—Have the children answer the questions, write the answers on the board in a paragraph, have the story read aloud, underline the unfamiliar words and have them studied, then erase and have the children write the answers to the questions. The following questions are more definite than those of the book:

On what day does your mother bake bread? Do you watch her? Does she ever call you and send you for yeast? How much money does she give you? Where do you go for it? When you bring the yeast back, what does your mother do with it? What does your mother get first? What does she put into the flour? When does she put in the yeast? Does she put in any more flour after she has put in the yeast? Where does she set it? What makes it rise? How long does she leave it? Into how many loaves does she make it? What does she bake it in? Do you like warm bread?

5. Page 18.

Exercises 1, 2, 3, 4, 5, 6, Bulletin, p. 47.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

6. Page 20.

Exercises 7, 8, 9, Bulletin, p. 47.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

7. Page 21.

Exercises 1, 2, 3, Bulletin, p. 48.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

8. Page 23.

Exercises 1, 2, 3, 4, Bulletin, p. 49.

Exercises III, IV, Text, as oral work, or omit.

Exercises IV and V, Text, omit.

9. Page 25.

Exercises 5, 6, 7, 8, Bulletin, p. 49.

Exercises II, IV, Text, as oral work, or omit.

Exercises I, III, V, Text, omit.

10. Page 27.

Exercises 1, 2, 3, 4, 5, 6, 7, 8, Bulletin, p. 50.

Exercises I, II, III, IV, V, Text, omit.

11. Page 30.

Exercises 1, 2, 3, 4, 5, 6, 7, 8, Bulletin, p. 51.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

12. Page 32.

Exercises 1, 2, Bulletin, p. 47.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text.

13. Page 34.

Exercises II and V, p. 36, and V, p. 39, Text.

Exercises I, III, IV, Text, as oral work, or omit.

14. Page 37.

Exercises 1, 2, 3, Bulletin, p. 52.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, p. 40, Text.

15. Page 40.

Exercises 1, 2, 3, 4, 5, Bulletin, p. 53.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, has been given under 14.

16. Page 42.

Exercise 6, Bulletin, p. 53.

Exercise V, Text, p. 26.

Exercise III, Text, p. 28 (except poetry).

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

17. Page 45.

Exercises 1, 2, 3, 4, 5, 6, Bulletin, p. 54.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

18. Page 47.

Exercises 1, 2, 3, 4, Bulletin, p. 55.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

19. Page 51.

Exercises 5, 6, 7, Bulletin, p. 55.

Exercise I, Text, p. 52.

Exercises I, II, III, IV, Text, as oral work, or omit.

Exercise V, Text, omit.

20. Page 52.

Omit.

21. Page 55.

Exercises 1, 2, 3, 4, 5, Bulletin, p. 56.

Exercises I and II, Text.

Exercises III, IV, V, Text, omit.

22, 23. Pages 57-59.

Exercise V, p. 58, and V, p. 61, Text.

Copy the story in Text, p. 59, for practice in hyphens.

Omit all other exercises.

24. Page 61.

Exercises 1, 2, 3, 4, 5, 6, Bulletin, p. 57.

Exercises I, II, III, IV, V, Text, omit.

25. Page 63.

Exercises 1, 2, 3, p. 59, and 1, 2, 3, 4, p. 59, Bulletin.
Omit all exercises from Text.

26, 27. Pages 65-67.

Exercises 1-10, Bulletin, p. 60.
Omit exercises from Text.
Exercise V, p. 79, Text.

The work on quotations as outlined in the book will not be successful. It is not definite enough, and there is not enough given. Use instead the work of the Bulletin, p. 68 to p. 74. The story of "The Fox in the Well," Text, p. 67, is a good one, if simplified. As it is, the expressions are too difficult for a Third Grade.

This work will take about three weeks, one lesson of twenty minutes being given each day.

Follow this with *Devices for Review*, p. 66, which will take about three weeks more.

Text-lesson V, p. 71; V, p. 75; V, p. 77; V, p. 80, will make another week's work.

Follow this with the exercises on "There are" and "There were" from the Bulletin, p. 62, and conclude with the general review from the Bulletin, p. 67 to p. 68.

Third Grade children do not have much use for letter-writing, but they can become familiar with the form by copying notes.

Put on the blackboard the note on page 76 of the Text, in this form:

50 Broadway, San Francisco, Cal.
Nov. 20, 1902.

Dear Grandpa:

School closes next month, and then I shall go to see you.

I hope the cherries will not all be gone before that time.

Your grandson,

GEORGE MOORE.

Show the children where to begin the heading. The street, city, and state may all be written on one line. Call attention to the fact that the date is not written directly under the first line, but to the right, so that it will end very near the name of the state. Call attention to the punctuation. No reasons need be given.

Give special attention to the margins and to the position and punctuation of the closing of the letter. Have this letter copied, correct it, and return it to the children to re-copy. This should be repeated until the children learn the form perfectly.

Have the children help you write letters, using the suggestions in exercise 31, Lesson III; exercise 32, Lessons I, II, IV, etc. Put in the heading, salutation, and closing at first, and have them copy the whole letter. After

they become more familiar with the form, let them supply these themselves, simply copying the body of the letter.

If the children write fairly well, exercise 34, Lesson II, might be assigned without any help from the teacher.

PART II.

This section of the book deals with the technical work in grammar. As was said in the introduction, the mistake has been made of thinking that the habit of writing and speaking correct language forms may be acquired by knowing the reasons for using these same forms. The author believes this entirely wrong. She also feels that the first written composition work should be as nearly an application of the language form being studied at that time as possible. To illustrate, if the possessive singular were the subject for the week's work, then the composition for that week should contain words used in the possessive singular. It is often difficult to get suitable subjects that will contain the desired form and not too many other forms which have not yet been acquired.

Part II does not attempt to carry out this line of work. It also spends too much time on the application of language forms, which is composition, and little or none on the forms themselves. It is absurd to think that a Third Grade child could acquire all the habits of writing suggested in Part I without continual review during the following year, in fact, during the remainder of his school course.

A new course has been planned, based on the Bulletin, with such exercises from the Text as seemed feasible, and with compositions from the Text, also, arranged as nearly as possible to apply the language forms.

Series I.

Exercises on Verbs from the Bulletin, p. 76.

Follow these with exercise 56, Lesson I, Text; exercise 58, Lesson I; exercise 60, Lesson I; exercise 62, Lesson I; exercise 64, Lesson I. Treat these lessons in the same way as those of the Bulletin. If this takes too long and becomes tiresome, omit for a time, then come back to it again.

Series II.

Exercises 1, 2, 3, 4, Bulletin, p. 81.

Lesson V, Text, p. 39.

Lesson V, Text, p. 41.

Lesson IV, Text, p. 148.

Lesson II, Text, p. 113.

Directions for Using Lesson I, p. 91.—Have the children write the answers two abbreviations, Mrs. and Dr. Talk the lesson over with the children, having them give the woman a name. Suggest that she may be anxious to catch the horse to go for the doctor (give him a name) for her little girl who is ill. Have them answer the questions in writing, then write the story.

Series III.

Exercises 1, 2, 3, 4, 5, 6, 7, 8, Bulletin, p. 81.

Lesson V, Text, p. 167.

Lesson I, Text, p. 100. (Fill in blanks.)

Lesson I, Text, p. 91.

Lesson I, Text, p. 96.

Lesson I, Text, p. 98.

Direction for Using Lesson I, p. 91.—Have the children write the answers to the questions, then change their sentences to the plural form. Do the same with Lesson I, p. 96, and Lesson I, p. 98.

Series IV.

Exercises for Review, Bulletin, p. 82.

Lesson I, Text, p. 84.

Directions for Using Lesson I.—

THE RABBIT.

As this is the first purely descriptive lesson that the children have had, it will be better for the teacher to use it as a composite story. After the children have been helped with a few of these lessons they will be able to write by themselves, following the directions in the book, especially if the lesson is discussed orally with the children first.

Tell the class that in talking about the size of an animal we usually compare it with some other animal that is better known. "We will compare the rabbit with the cat. Who can tell me how large the rabbit is, compared with the cat?" The children will give various answers. Write the one you like best on the board.

"Now we will talk about his ears. Are they large or small when compared with the ears of the cat? What word can you think of that will tell about his ears better than large? (Long.) Look at the ends of his ears. What word tells how they are at the end?" (Pointed.) Write these two words on the board as they are given. Then have the children tell about his ears in one sentence.

"Feel his coat. Tell me about it. What color is it? Tell me in one sentence about his coat."

"Look at his front legs; his hind legs. Are they just alike? What can you say of his front legs? his hind legs? Tell about them in one sentence. Let us use *while* instead of *and* to make this sentence a little different from the other. Who can give me the new sentence?"

"Has the rabbit a tail? Is it large or small? Some people call this sort of a tail 'dumpy.' Give me a sentence about his tail using both words and beginning with *his tail*."

A description something like this will be obtained:

The rabbit is about the size of a cat. His ears are long and pointed. His coat is white and soft. The front legs are short, while the hind ones are long. His tail is short and dumpy.

In the day time the rabbit stays in his hole, and in the evening comes out to feed. They sometimes injure plants and vegetables by eating the leaves.* They kill trees too sometimes, by eating too deep into the bark.

We like rabbits for pets because they are kind and gentle. It is easy to get food for them, also.

After this story has been written upon the board, have it read through by some child, then dictate it to the class.

Series V.

Exercises 1-12, Bulletin, p. 84.

Lesson III, Text, p. 110.

Directions.—Make this a lesson in which *their* shall be introduced as many times as possible. Have the children underline it when it is used, and count the number of times it is properly used. Add such questions as these:

How did they get their mother's consent to go? How did they get their lunch? Where did they put it? How did they get their bait? Where did they go? How did they anchor their boat? Where did they eat their lunch? What did they tell their parents about the day?

Series VI.

Exercises 1, 2, 3, 4, 5, 6, Bulletin, p. 87.

Lesson I, Text, p. 107.

Lesson I, Text, p. 102.

Series VII.

Exercises 1, 2, 3, 4, Bulletin, p. 87.

Lesson I, Text, p. 129.

Lesson I, Text, p. 144.

Series VIII.

Exercises 1, 2, 3, Bulletin, p. 88.

Lesson I, Text, p. 102.

Series IX.

Exercises 1, 2, 3, 4, from the Bulletin, p. 89.

Lesson I, Text, p. 86.

Using "The Squirrel" as the subject, develop this lesson in the same way as the one on "The Rabbit." Compare him in size with the rabbit instead of the cat, also compare his ears with those of the rabbit's. Write the story on the board, sentence by sentence as before, have it read, then erase it, and put on this outline and have the children write from it.

THE SQUIRREL.

I.	{	size
		coat
		ears
		head
		body
		tail
II.		home
III.		food

Series X.

Exercises 1-6, Bulletin, p. 90.

Lesson III, Text, p. 73 (first four sentences).

Lesson II, Text, p. 127.

Series XI.

Exercises 1-5, Bulletin, p. 91.

Lessons I and II, Text, pp. 107-108.

Series XII.

Special Verbs, Bulletin, pp. 92-94.

Lesson I, Text, p. 141.

Lesson I, Text, p. 118.

Series XIII.

Exercises 1-5, Bulletin, p. 95.

Lesson V, Text, p. 66.

Series XIV.

Exercises, Bulletin, pp. 96-98.

Series XV.

Exercises 1-8, Bulletin, p. 98.

Lesson V, Text, p. 170 (omitting rules).

Lesson I, Text, p. 173 (dictate sentences only).

Lesson I, Text, p. 174.

Lesson II, Text, p. 147.

Series XVI.

Exercises 1-7, Bulletin, p. 99.

Series XVII.

Test Sentences, Bulletin, p. 102.

Lesson V, Text, p. 64.

Lesson I, Text, p. 126 (omit reasons).

Letter Writing.

Children, as a rule, enjoy the hour assigned to letter writing, especially if they know what they are to write about, and if the letters are actually given to and read by some member of the class. For this reason it is better to have an exercise every two or three weeks, rather than let it all run over until the end of the year.

Especially interesting lessons can be made from advertisements cut from the paper and brought to class to be answered by the children. The teacher and class together should answer one, then the children copy the form. After this each child may bring and answer his own.

Sending for catalogues, or for articles advertised in magazines, makes an interesting lesson.

The forms and exercises suggested in the Text are very good.

PART III.

The work in grammar is continued, but as all this work, as well as that of the previous grade, is given, and in a much better way, in "English Lessons, Book Two," there is no use wasting the child's time doing it here.

For commercial purposes, it may have been better to add the grammar to both parts, but for the purpose of teaching language it is a failure.

The stories in Part III appeal especially well to children, but the lessons on grain, the orange, the lemon, the watch, and the peanut proved so uninteresting that they are better omitted.

The stories to be finished are good, the suggestions for the Indian stories proved most interesting of all, and the pictures evoked as much interest as pictures do for a Fifth Grade.

HANDBOOK TO STATE SERIES TEXT-BOOK TWO.

This book is almost entirely given over to the teaching of grammar, with some little drill in usage tacked on here and there.

As has been said in the introduction, the author believes that *knowledge* of the reason for any usage does not imply that the *habit* of usage will be attained. The aim of this Bulletin is to make habits of certain common language forms. Book Two offers very little help toward this goal.

In the Text, the few usage drills follow immediately the grammatical reason, making the order in which the topics are taken up very undesirable from the point of view of language teaching. *The order of presentation should be the order in which the pupils use the topics.*

In the Appendix to this Bulletin, the author has selected from the State Text the available material, and has indicated with which lesson from the Bulletin it can be used to the best advantage.

The State Text has no reviews worthy of the name. Many are in forms of questions such as, "Why should the plural of enemy and chimney be differently formed?" Isn't the important thing to know the plurals of enemy and chimney? "Give the rule for the possessive case of nouns. What is the rule for the use of shall and will?" Even if the children could give correct replies to these questions, there is little likelihood that they could apply their answers to written work.

Very few of the paragraphs under the title of composition can be used for dictation exercises. They are in most cases extracts from masterpieces for adult reading. The sentences are so long and involved that the children lose all thought of correct form in their attempt to get the words written.

All suitable review exercises and paragraphs for dictation are here assigned for use after the completion of a topic in the Bulletin. Directions are given, as the Text uses technical terms in explaining. It will be easier for the teacher to give new directions than to try to tell what the grammatical references mean.

Fifth Grade.

Capitals.

Bulletin, pp. 120-122.

State Text, p. 95, sentences 4-11.

Dictate, or put the sentences on the board without the capitals and have the children write them correctly.

Paragraphs for dictation.

Text, page 226, No. 2 may be used for dictation. No. 3 on the same page may be used if rewritten. As it is, the sentences are too long, and not enough different language forms are introduced to make it worth while.

Sixth Grade.

Possessives.

Bulletin, pp. 122-124.

State Text, p. 123.

Have the phrases made into sentences. Show what is meant by Exercise II, p. 124. Omit sentences 8, 9, 10, 11, 16. Exercise IV is a good one. Have the phrases made into sentences.

Quotations.

Bulletin, pp. 126-128.

State Text, p. 91. The sentences may be copied if the children are weak in their primary work, or they may be put on the board without the punctuation marks. Give out paper and have the sentences correctly written. The Exercise at the top of page 252 is good. Use the first sentence to show the children what to do.

Special Verbs.

Bulletin, pp. 129-133.

State Series Text, pp. 147-149.

Omit Exercise I. Follow the directions given for the other exercises.

Paragraphs for dictation.

Bulletin, p. 122.

State Series Text, p. 235, Exercise I.

Seventh Grade.

Commas in a Series.

Bulletin, p. 135.

State Text, pp. 290-291.

Commas in Apposition.

Bulletin, p. 135.

State Text, p. 21, sentences 11-15.

State Text, p. 284, sentences 1-8.

Do not try to distinguish between restrictive and non-restrictive expressions, parenthetical or appositive. The children will only have to forget it later. Teach them to punctuate by having them write sentences and punctuate them.

Capitals.

Bulletin, p. 139.

State Text, p. 8, sentences 1, 2; p. 13, sentences 3, 7; p. 18, sentences 1, 12; p. 21, sentences 12-16; p. 23, sentence 31; p. 57, sentences 6, 7; p. 65, sentence 9; p. 77, sentence 16; p. 80, sentence 6; p. 88, sentences 2-5; p. 120, sentences 1, 6, 9; p. 121, sentences 1-3, 8, 9; p. 154, sentences 7, 9, 22, 23.

These sentences contain capital letters. Use them for review or to give extra drill.

Paragraphs for dictation.

Bulletin, p. 136.

Text, pp. 143, 263, 265, 278.

Text, page 238 contains some good work in contractions. Many of the sentences are too long. Rewrite, making all the sentences as simple as possible, before dictating to the class.

Eighth Grade.

Possessives.

Bulletin, p. 145.

State Text, p. 123.

Sentences 4, 5, 6, 9, 11, 12 are good illustrations. Use sentences 8, 9, 10, 11, 16, page 124, as directed in the Text. Have sentences made from the group of words under Exercise III, page 124, or put the words on the board without the possessive sign, and have them written correctly in sentences.

Correction of Errors.

Bulletin, p. 148.

State Text, p. 158-164.

The children may use the text, selecting the proper words and writing the sentences. The same sentences may be placed incorrectly upon the board and rewritten correctly by the children.

Adjectives for Adverbs.

Bulletin, p. 150.

State Text, p. 210, Exercise III.

Use according to directions in the Bulletin, p. 150.

Paragraphs for dictation.

Bulletin, p. 143.

State Text, pp. 263, 265.

INDEX.

THE REFERENCES ARE TO PAGES.

Abbreviations, 52, 81, 139.
Am not, 32.
Appendix, 155.
Books, 95.
Capitals, 26, 47-49, 88, 95, 120-122, 139.
Commas, in series, 134; in apposition, 135.
Contractions, 18, 32-34, 53, 136.
Correction of errors, 106-109, 148-152.
Daily drills, 5, 24, 44, 75, 76, 105.
Dates, 51, 136.
Doesn't, don't, 18.
Devices for review, 7, 8, 9, 11, 13, 18, 19, 27, 30, 43, 45, 50, 55, 59, 64, 66, 68, 82, 87, 89,
91, 94, 99, 101, 102, 108, 113, 115, 116, 117, 119, 120, 122, 125, 128, 133, 134,
136-138, 141, 144, 146, 152-154.
Eighth Grade Work, 143-154.
First Grade Work, 5.
Fifth Grade Work, 105.
Fourth Grade Work, 75.
Grading, 105.
Handbook to State Series Text, Book One, 157-169.
Handbook to State Series Text, Book Two, 170-172.
High First or Second Grade, 24.
I have no, 17.
It is I—It was I, 16, 31.
Learn, 93.
Lie—lay, 60, 92, 129.
List of Verbs, 30.
Margin, 25.
May I, 40.
Paragraphs for dictation, 30, 43, 46, 73, 78, 118, 125, 138, 139, 140-147.
Possessives, 98, 122, 145.
Present Tense, 41.
Questions, 37.
Quotations, 68, 90, 126, 143.
Rise—raise, 131.
Second Grade Work, 24.
Sentence, 20, 26.
Seventh Grade Work, 133-143.
Sit—set, 59, 93, 130.
Singular and plural, 35, 36, 81.

Sixth Grade Work, 119-133.

Special Verbs, 56, 59, 60, 92, 93, 129-133.

Stories, 6, 7, 8, 9, 10, 11, 12, 14, 16, 19, 31, 39, 40, 46, 48, 49, 52, 54, 58, 61, 62, 63, 64,
65, 70, 71, 72, 73, 74, 77-80, 84, 85, 86, 89, 91, 92, 101, 109, 118, 119, 125, 135, 138,
139, 140, 143, 147, 148.

Teach, 56.

Test sentences, 43, 71, 83, 89, 102, 113, 122, 125, 127, 134, 136, 138, 139, 141, 142, 152.

Their, 84, 112, 113.

There are—were, 21-22, 34, 62.

There is—was, 23, 35, 63.

That—those, 18, 87.

Then—than, 117.

This—these, 18.

Third Grade Work, 44.

Time of day, 57, 58.

Too, 54, 110, 113.

Two, 41, 46, 110, 113.

Verbs, 6-16, 28-30, 45, 76.

Written Work, first, 24.



**THIS BOOK IS DUE ON THE LAST DATE
STAMPED BELOW**

**AN INITIAL FINE OF 25 CENTS
WILL BE ASSESSED FOR FAILURE TO RETURN
THIS BOOK ON THE DATE DUE. THE PENALTY
WILL INCREASE TO 50 CENTS ON THE FOURTH
DAY AND TO \$1.00 ON THE SEVENTH DAY
OVERDUE.**

AUG 26 1983
SEP 5 1934

YD 00806

LB/576
M2

McFusion

204064

